

## PERSONAL

The other day I tripped over a file. It was only when I picked it up and read the word "safety" on the cover that I realized the awful truth about something that had been bothering me for quite a while. Institutionalized safety itself has become a major health hazard.

The incident suddenly harmonized with an item I once read about the danger on building sites and industrial premises of safety helmets falling on passers-by. Apparently when workmen stop to mop their brow or munch their sandwiches, they occasionally remove their safety helmet, knock it accidentally off the girder where it is perched, and zap, some poor beggar passing below has a swollen bonce for a fortnight. Serves him right for not wearing his safety helmet.

The trouble is the whole notion of safety has become sacrosanct. Never join a safety committee if you want a barrel of laughs. You have to take everything with hang-dog seriousness, and quite rightly too. The good health and very lives of fellow human beings are far too important to be risked by a crowd of hysterical safety officers falling about with mirth at the daftness of half the things they are asked to do. Precisely

because of this overwhelming sense of obligation and guilt, safety has become unnecessarily pompous and potent.

Having been a reluctant safety officer once, I speak with feeling on these matters. It is a thankless task, you enlist a file full of quite incredible communications and you are usually responsible to the nubilest authority of some Supreme Omnipotent County or Regional Senior Safety Officer, one of the few remaining examples of the medieval haron in our society.

A glance at my safety life will tell you precisely what I mean. Half the communications seem to be from commercial outfits, not only extolling the virtues of their super quality durably flameproofed velour curtains, but also telling you under which section of the Health and Safety at Work Act you will be prosecuted if you are so foolish as not to purchase them.

The more neurotic firms issue details before you have even accused them of anything. A year or two ago there was a big fuss about cheap medical dressings imported from abroad and thought to be contaminated with deadly botulism and tetanus viruses. Right on cue came the



Ted Wragg

flood of denials from Bellcoose Bandages Inc. and their huddles insisting that their gear contained no such foreign junk. Why should we import the stuff? Give me clean-cut British viruses any day. Then there are the "Dear Sir" questionnaires. "We are conducting an inquiry into safety in education, could you please give details on the attached form of any dangerous occurrences in your institution during the last six months." Apart from myself tripping over the safety file the only one I can recall off-hand is

the time we had to neutralize the safety officer.

It all happened during a fire drill. The bell had been switched on and we were dutifully filing out into the open when some idiot, trying to be helpful to those who preferred to work on and inactivate in this imaginary fire, switched the wretched thing off. I was quite pleased at this unexpected event because it revealed a major flaw in our fire procedures: that it would be possible for someone to switch off the fire alarm during the drill. The safety officer of the day, however, went purple with rage, reached critical mass in an astonishingly short time, and had to be dismantled. He is probably still in his decompression chamber at this very moment, logged into the safety book to the end of time as a dangerous occurrence.

The bureaucracy associated with safety is formidable. I discovered during my spell as safety officer that one was supposed to appoint a series of sub-committees. A circular once came saying that if we had any laser or ultra-violet lamps, safety regulations required us to appoint a laser and ultra-violet sources supervisor. You can imagine the ensuing conversation.

"Ah come in, Jackson, well I'm pleased to say you've got it."

"Not the laser and ultra-violet sources supervisor assignment, sir. Gosh, that's absolutely fantastic. The wife and kids will be over the moon."

"Not a word to anyone, Jackson, we don't want professional jealousy undermining staff morale at this stage of term."

Armed with my file of circulars on radiation hazards, grease on floors, glass door panels and the need for emergency knock-off bolts, whatever they may be, I strolled around the place in my steamed-up goggles, steel-capped boots and reinforced helmet, petrified of what disaster, other than a double hernia from carrying so much paper, may await me in this terrifying world as which we apparently live.

Too fearful to face these dangers, I am tempted to stay at home, except that I did some lunatic work on the chip pan on fire. But do not mock my anguish over safety, friends. I'll have you know when I was safety officer not one of my colleagues ever got botulism. So there.

## HEADMASTER'S DIARY

## Dirty work in progress

Most of this term has been taken up with a really exciting new development - just the kind of forward-looking innovation we like to be associated with at Candlewick Comprehensive. It began with a phone call from Cosmo Bland, the assistant education officer, inviting me to a meeting at County Hall to hear about a wonderful new government plan for technical studies in the fourth and fifth year.

"Of course, James," said Cosmo, "you realize we're only using one or two heads along - go-ahead types like yourself. There's quite a lot of money kicking around in the slush fund, providing you play your cards right."

Greatly flattered at this evident recognition of our recent initiatives, I arrived at County Hall in high good humour. I was, however, somewhat disappointed to find that the new head at Boglethorpe Comprehensive - just down the road from us - had also been invited.

Cosmo introduced to us, with much fawning and flattery, a short, unsmiling man in a shiny blue suit. "Hector Mutchley has very kindly come down from the headquarters of the New Technical Education Initiative," said Cosmo. "I understand there is a real chance that one of you may be fortunate enough to be selected for this unique scheme, which, of course, has support at the very highest levels of the Government."

Mr Mutchley gave a curt nod, and then explained that everything had to be done in a great rush. "So that means you chaps have to get your individual schemes to me in two weeks from now," said Cosmo.

At once, the new man from Boglethorpe sounded off with a question about which pupils the new initiative was intended for. And was it primarily technical or educational? Before Cosmo could reply, Hector Mutchley said, with some asperity: "We're not interested in education. Training's the name of the game. Let's get that clear, right from the start. Education's done enough harm in schools already. What we want is some good, solid vocational preparation."

Cosmo Bland nodded enthusiastically at this, as did the man sitting between him and Mutchley. Suddenly I recognized him as Mr Scrntton from our local technical college, whom we had brought in last year to help us set up our course for low achievers in the first-year sixth. That



was all about vocational preparation, and I had personally helped Sybil Forsythe, my second deputy, to set it up. It triggered off my memory, and all the curious phrases Scrntton had used came into my head in a rush.

I smiled at Mr Scrntton and decided to make my own contribution. "We at Candlewick," I said, "have already considerable experience, as Mr Scrntton knows, with outward-oriented vocational assignments. We have a programme aimed at developing presentational skills, competency-based modules and enterprising task processes. This had an electric effect on Mr Mutchley. "Thank God someone's talking sense at last," he said, and Cosmo beamed in my direction.

The meeting broke up after coffee, when the Boglethorpe man introduced himself to me. Despite his gaffe in the meeting, he seemed very full of himself and his plans to "put Boglethorpe on the map". I muttered something about the need for us to shore good practice, and he said how glad he was that our two schools were collaborating on a computer project. This is a pet scheme of Vincent Pile's, our thrusting head of science.

I drove back to school flushed with my success at the meeting. I asked Sybil and Arnold Bogwin - my first deputy - to pop in at once and hear the good news. "We've as good as got it in the bag," I said. "Just think - there's £25m of government money backing this. We must move ahead at once. Sybil can get together with Vincent Pile and

produce a scheme using all the right jargon. We can't fail. Sybil looked keen, but Arnold said, "Haden't better consult the staff first? After all, you've just circulated a discussion document on litter in corridors, in keeping with your open style of participative management. And here we are, radically changing the entire fourth and fifth year curriculum. We ought at least to have a staff meeting."

Arnold, of course, was right; but I didn't relish the thought of having to push through the new scheme against opposition from all the usual staffroom windbags. I could predict already the line that would be taken by Cecil Stonejaw, our head of history, who makes a point of opposing anything remotely forward-looking or scientific. But in the event, if all went off remarkably well, Cecil was about to hold forth, when I declared that the school had a unique chance to be in the forefront of progress, and collect a fat cheque as well. But, I explained, we were competing with other schools, including Boglethorpe, and had to decide straight away whether to seize our chance or toss it aside.

It was powerful stuff, and even Cecil Stonejaw appeared to be overcome by my forceful rhetoric. He rubbed his chin thoughtfully while Vincent Pile proposed that we start work at once on our submission: no one disagreed. The very next day Vincent, Sybil and I devised a scheme which would provide monitored work experience and generic skills modules across the curriculum, for all pupils. Vincent went off to put it down on paper, and within

the week we had top-secret copies to discuss and amend.

Even Arnold was impressed by our progress, and had to admit the staff meeting went well. "Cecil seems a reformed character," Arnold added. "I happened to suggest he might like to help Vincent with his latest computer venture - the joint scheme with Boglethorpe on information technology - and Cecil agreed like a shot. It appears he wants to start a data-base for his lower-school humanities."

Then, just when all appeared to be going extremely well, the most extraordinary thing occurred. Out of the blue came a letter from Cosmo Bland which utterly destroyed all our hopes! "I thought I ought to tell you," it said, "that I have just received a most exciting proposal from Boglethorpe School for the New Technical Education Initiative. This submission is of such high quality that I am sending it to Hector Mutchley forthwith, and it will be the major county venture in this important development. In due course we may be able to find some funding for further schemes. Knowing of your interest in these matters, however, I enclose a copy of the Boglethorpe scheme."

I swallowed my anger and, with trembling hands, opened the Boglethorpe submission. I was astounded to discover that it was a monstrous look-alike of our Candle-

wick scheme! A few words had been changed around in every sentence, and the order of things was different. But all the splendid plans we had concocted were there, untouched: "profile-assessed modular options", "vocational-creation-oriented caring skills", "vocationally-led community studies" - it was heartbreaking to see our inspiration put to such chastely ends. I rushed off to find Arnold.

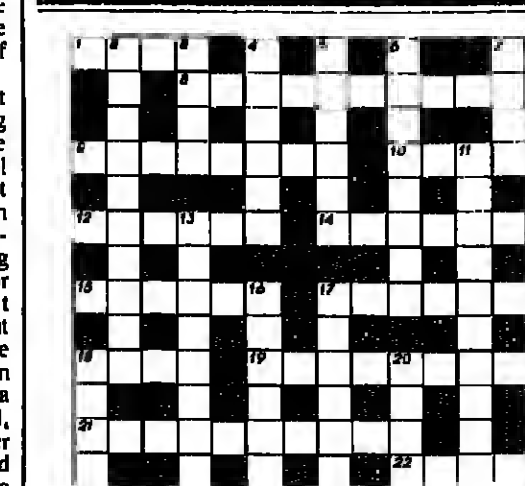
"That new upstart head has stolen all our ideas," I declared. "It's really unprofessional - pure thievery." Arnold stayed calm, however. "He probably doesn't know about our scheme," said Arnold. "He must have asked someone to devise a proposal, just as we asked Vincent. Suppose - just suppose - Vincent accidentally left an odd sheet of ours lying around there. He keeps going round to Boglethorpe on his computer business."

"But Vincent is much too well organized to leave top secret papers behind," I said. Arnold looked of sive, and said: "That's true. Of course, I feel Stonejaw goes round with him, but then Cecil wouldn't have a copy of our scheme, anyway. It's just one of life's little mysteries."

I never got to the bottom of the business, but I could not fail to notice how radiantly happy Cecil Stonejaw was for the rest of term.

Maurice Holt

## No 96 CROSSWORD by Rufus



**Across**

1 Recklessly risk one's arm in Malaysia? (4)  
2 Duplicate of the same type (6,4)  
3 Open clash that reveals the strength of one's hand (9)  
4 They take turns on and off (4)  
5 He refuses to cut more quickly (6)  
6 It's enough to drive one to drink (4)

**Down**

7 Well in front, not too behind (5,3)  
8 A direction to lower a boat (4)  
9 Protection for the caught in an intricate situation (6)  
10 It may be ticked or blown (6)  
11 Fall of investive, late Catherine enters it (4)  
12 A word of agreement, or more than one (6)  
13 Labour exhausted? (6)  
14 One who does not seem money (4,2)  
15 It may be recommended as a sunburn (6)  
16 It's quickly out in it down (6)  
17 A test for which there is something to be said (4)  
18 Finishes off objectives (4)

**Solution to puzzle no 95**

1. RISKY 2. ARM 3. DUPLICATE 4. CLASH 5. TURNS 6. REFUSES 7. WELL 8. DOWN 9. PROTECT 10. TICKED 11. FALL 12. AGREEMENT 13. LABOUR 14. MONEY 15. RECOMMENDED 16. SUNBURN 17. TEST 18. FINISHES

## THE TIMES Educational Supplement

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## MSC calls for inquiry into adult provision

by Mark Jackson

The Manpower Services Commission is proposing a national inquiry into the state of Britain's spending on the training of adults. The exercise could be extended to parts of higher and much of further education expenditure.

Such an appraisal is needed, the commission insists, in order to ensure that resources are deployed effectively to create a coherent system of continuing education and training. It has set out the requirement for such a system in a discussion paper published this week.

The paper argues that an adult training strategy is urgently needed for economic reasons, and that it should take into account the money being spent both by the Government and by industry. It says that a priority is to structure the system so that there is continuity and progression both for individuals... and for employers and education providers. A priority must be to ensure value for money and effort at all levels in the system.

The MSC says it would expect to take the lead in creating "a proper framework in which employers and training and education organizations can do their bit, and in monitoring overall progress".

There was no specific reference in the document to examining education spending, but Mr Geoffrey Holland, the MSC's director, said this week: "There is also the money in the education system which is spent

on adults, to be looked at". He explained that various members of the commission had urged that this needed to be brought into the scope of the exercise.

There appears to be some divergence in the commission about just how much of the education system should be looked at. Mr Holland mentioned a figure of £600m as the spending involved which seems to be based on the Department of Education and Science's definition of adult students as the over-21s in colleges and the over-25s in higher education.

But Mr Wilson Longden, the commissioner appointed by the Government to represent education, told *The TES* that he was urging that all educational expenditure on the over-16s, whether in colleges or in universities and polytechnics, should be included. This did not mean that training should be given priority over other educational objectives, but that a coherent view should be taken of the whole. Mr Longden appealed to people in education to respond to the MSC's discussion paper, in order "not to leave the matter to those who are preoccupied with training".

Mr Ken Grahame, a TUC commissioner, said this week that he could not envisage the unions agreeing to another proposal, in a confidential report to the commission, that adults should be made to pay some of the cost of their training.

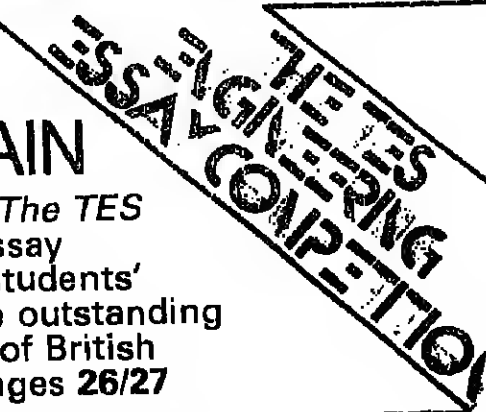
## New pay offer

Local education authorities represented on the Burnham Committee which negotiates pay are expected to make a new offer to teachers today, at least in line with the 4.8 per cent deal struck recently between civil servants and the Government.

It remains to be seen whether the employers will go as far as matching the figure agreed in Scotland for teachers pay - an overall 4.975 per cent increase made up of 4.5 per cent for everyone plus a lump sum payment of £75 for senior staff.

## MADE IN BRITAIN

The results of *The TES* Engineering Essay Competition: students' verdicts on the outstanding achievements of British technology. pages 26/27



Over the top... after Corblier's triumph in the Grand National, it was the turn of Mr Peter Rogan, aged 39, the headmaster of St Michael's Junior School, Kibbly, Merseyside, who completed the circuit to raise funds for his school. Mrs Rogan trained for three months for the National which he found heavy going because of the ruts made by the horses the day before. His worst moment was at Becher's Brook on the second time round the course.

## Classes held in a shed

by Nick Wood

About 180 children at a Sussex secondary school attend lessons huddled in overcoats in sheds with cardboard walls, because the education authority will not spend the money to give them proper classrooms.

Mrs Edna Hartman, a pottery teacher at Boundstone School, Lancing, West Sussex, said teachers had attempted to brighten up the appalling surroundings by painting the 20-year-old sheds themselves.

"They were frequently damaged by boards because it was easy to put a board through the walls, she added. Mrs Hartman gave these details at last week's Assistant Masters and Mistresses Association Conference held in Loughborough.

"I've painted huts and classrooms because for years West Sussex did no maintenance at all", she said.

Mrs Hartman told the conference that science teachers at Boundstone had also been reduced to writing and printing their own text books because they hadn't the money to buy new ones. In her pottery lessons, she dried out paper towels dirtied by pupils and re-used them three or four times with other classes.

Such conditions persisted because local education authorities exploited the goodwill and consciences of teachers, she said.

Mr Michael Taylor, West Sussex's officer in charge of buildings and developments, admitted later that the authority still had "many pupils in luted accommodation".

"We haven't got the falling rolls problem so we haven't been able to remove huts like other authorities", he said.

At Boundstone, four permanent classrooms and new mobile units had been installed in the place of some "very poor old classrooms".

"But there are still a few seasonal huddled classrooms of which we are not very proud. I don't think conditions at Boundstone are horrendous."

Only very rarely did the authority have the money to decorate classrooms, Mr Taylor added.

Sally won't be at school today... she's down with election fever.



## THIS WEEK

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## Opening soon...

by Willis Pickard

Britain's most remote school is likely to reopen in August when a family with a primary-age child moves to Rhenigdale in Harris.

The school closed three years ago when its one pupil moved to the secondary school in Stomoway.

But the Western Isles education committee heard this week that the family was moving to Rhenigdale and that, because it was inaccessible by land or sea, the young child could not be expected to travel every day.

The school's previous teacher, Mrs Moira Mackay, remains in the village and is expected to be available to reopen the school.

## View from top

Sir Keith Joseph has given his views on history and French for the 16-plus criteria.

## Better benefits

Women teachers are stepping up the pressure for improved maternity benefits. Hilary Wiles reports.

## Lead and IQ

Do low levels of lead damage a child's intelligence? David Lister looks at the latest research.

## Waste is quango target

by David Walker of The Times

Education is firmly in the sights of the quango set up to secure greater value for money in council spending by detecting waste and slack management.

Mr John Banham, controller of the Audit Commission, announced this week that among the first of the "special studies" will be measurement of the schools' effectiveness.

"We have to get to grips with education, which takes the biggest proportion of local government money... It would be difficult, Mr Banham added, but he could not accept that the three Es (efficiency, economy and effectiveness) could not be applied to education and the social services.

The Audit Commission began

official life on April 1, its members including such local government luminaries as Mr Ian Coutts of Norfolk and Mr Peter Bowness of Croydon, as well as commercial accountants and the chief executive of Lloyd's. It was created by the 1982 Local Government Finance Act to take over the functions of the District Audit Service. It will ensure that more private accounting firms make audits' books and try to make audit councils, where necessary, making cost and management savings. The Commission has no executive power: it will issue a series of reports, which the government hopes, local electors will act upon (in theory, at least) by voting wasteful councillors out of office.

## Resources/Media

John Barker reviews biology equipment; Derek Wyatt surveys sports videos; Frances Farrer reviews a series about children acting.

## EXTRA

Music: opera, jazz and Indian music in schools; brass-banding in a technical college; and a new school orchestra. Instrumental teaching in the USA. The Russian approach to school music.

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## The TES

The cover price of *The Times Educational Supplement* goes up to 50p, a copy from next Friday, April 22. Every effort has been made to hold the present price as long as possible, but it is regretted that it is now necessary to take account of cost increases over the period of 23 months since the change was first raised.



## Wrong tone of voice - wrong voice

The Secretary of State has again preempted the Examinations Council by publishing his "provisional" reactions to some more of the 16-plus examination criteria submitted by the Joint Council of GCE and CSE Boards (page 3). He is pretty rude about the proposed criteria for French, telling the Joint Council to take them back and write them out again in clear and unambiguous language.

Sir Keith has an eagle eye for anything which might constitute a loophole through which some examination board might slide an easy option. Given the Government's general stance on vocational education and the application of knowledge to business and commerce, he can only applaud the emphasis on the practical aspects of language learning, but he still wants to make sure that the increased importance given to speaking and listening is not going to lower the overall standard. To this end he is pushing hard for greater precision in the requirements laid down for the top two grades and more tightly drawn rules to make sure that only those who have chosen a tough set of options would be eligible for the top grades. He clearly does not want there to be any loose ends by the time examination boards start to offer papers based on approved criteria.

In his response to the proposals for history, Sir Keith has some sensible things to say about the desirability of limiting the reliance on "objective and short-answer" questions. It has for some time been obvious that the mechanical attraction of multiple choice questions could become a threat to many aspects

of teaching: there are plenty of examples from the United States of students who reach university without any extensive experience of setting out a well-supported argument in essay form, because this kind of writing becomes redundant when assessment can take place without it. Sir Keith also comes out in favour of awarding more marks on course work, which is welcome.

The main thrust of his comment, however, is directed at the heart of the matter - the very nature of history as a secondary school subject. He comes out bluntly for making a shared sense of national values one of the essential outcomes for which history teaching should aim. He takes the trouble to spell out his support for the Joint Council's "implied" view that history teachers should also aim to help pupils understand the nature of historical knowledge and the tests which have to be applied to the interpretation of evidence. But his emphasis is quite plain: history cannot be seen simply as an opportunity to alert pupils "to the possibility of bias . . . and to the risks of anachronism"; history must also promote the national myths by which British people live.

There is no doubt that history in most countries and in most periods has had this function of sustaining a common understanding of what Sir Keith calls, in this instance, "the intellectual, cultural, technological and political growth of the United Kingdom". This is, after all, one of the pillars on which patriotism is built: it also seems, in conservative eyes, to be even more essential now, at a

time when society is becoming more diverse as a result of changes in the ethnic mix than it was when it seemed natural for Empire Day to be an occasion for special celebration in the schools.

There will, all the same, be a good deal of uneasiness at the notion that it should be necessary to have these matters determined by the Secretary of State for the time being - an office-holder who may well be changed more than once before the first exams under the new criteria are offered.

This can only renew doubts about the whole criteria exercise. The dangers of political interference - as in the case of the physics criteria (TES, March 18) - are obvious. The major political parties would have no difficulty in scrapping about the political content of history teaching: is not Marxism a creed in which historical interpretation plays a crucial part? What Sir Keith has done is desperately un-English; it may well be self-defeating. By the time you need to tell the schools that the underlying purpose of history teaching is to promote nationalistic sentiments, it is almost certainly too late. It looks like a sign of weakness, not strength. It wasn't flag-waving in the elementary schools which produced the England of 1914, but the England of 1914 which made the elementary schools what they were. Sir Keith begins to look like a minister of education in a Third World country, desperate to ensure the schools are made to serve newly identified national aims. The tone of voice is all wrong - because it should not be Sir Keith's voice at all.

Sir Keith's ruling will obviously affect the

amount of time available for initiatives in history - the history and culture of ethnic minorities, or the active pursuit of local history, or project work based on original investigations or attempts to extend horizons outward to Europe or the world at large. If you believe, as most of us, in our bones, do - that what really matters is exposure to enthusiastic teaching and the opportunity to become caught up in the excitement of personal discovery through the opportunities that teaching can create, then it must be more important to encourage good teaching in its forms than to lay down prescriptive rules about what everyone must study.

It would, of course, be easy to exaggerate the effect of the insertion of Sir Keith's nationalistic aims into the history criteria. Once laid down as an aim, the criterion of national self-consciousness and shared values will still have to be interpreted in practice: those who are more conscious of the divisions within society than its unity will tend to stress the points at which the dominant social, cultural and political groups have been challenged. Even if Sir Keith and his successors are prepared to write particular rubrics into the public curriculum, what in the end will determine the treatment of these topics by professional teachers in the classroom will have more to do with the climate of intellectual opinion generally, than with the whims of ministers. Sir Keith's view of history may well have history behind it, in which case the schools will follow with alacrity. If not, they would not, after all, be the first History Man.

## COMMENT

### IQ and the lead threat

If, as expected, next week's report of the Royal Commission on Environmental Pollution recommends further cuts in the lead content of petrol, leading to the introduction of lead-free motoring within a decade (page 8), it will be hailed as a triumph for the vociferous lobby led by the former director of Shelter, Des Wilson.

No doubt CLEAR has something to do with it, but more important in the context of rational decision-making on a matter which involves millions of pounds (and therefore large opportunity costs) it follows a substantial research programme which, though it has yielded no conclusive proof that present lead levels are dangerous, leaves enough doubtful pointers to require action to be taken.

This is exactly the kind of issue which is better referred to the Royal Commission than to the lobbyists of CLEAR. The fear that children's IQ may be at risk quickly raises the emotional temperature. So, too, does the fact that petrol is marketed by large, multinational companies, not above doing some shameless lobbying of their own. Lead-free motoring will be more expensive than motoring with lead additives, with obvious consequences for the Retail Price Index.

There is, moreover, the complication that while lead in petrol is an important factor (perhaps the most important factor) it is by no means the only source of contamination. Alongside it are such other familiar environmental hazards as old paint and old lead pipes.

While the next steps may be taken against petrol, it must be hoped that timely efforts will now

be made to renew the piped water systems which, like so much of the infrastructure of modern Britain, are in urgent need of replacement. It could well be that the time to do this is now when there are three and a half million unemployed.

The impact of the sort of lead levels found in British children on their IQs and their general health and development still awaits definitive assessment. But then many other questions which are raised by the interaction of environmental factors and IQ are also, as yet, without any definitive answers.

The fact that lead levels in this country are much lower than in, say, parts of the United States, is not in itself a complete answer to the anxious. But it does go some way to allay the more extreme fears. There is no reason to suppose the situation is out of hand, but it is sensible to prevent it from deteriorating.

### Treading the school beat

This week's HMI report on links between education and the police (page 6) is a creditable first attempt to tackle a notoriously tricky subject.

But it does leave a number of questions unanswered, partly because it is based largely on discussions with local officials rather than on any fresh inspections. One unanswered question is why the police disappear from schools in the early years of secondary schooling.

There they are, cosy and comforting in primary schools, teaching children how to cross the road and appearing at fêtes with their friendly - well, fairly friendly - Alsatians.

Then they disappear for a few years, only to re-emerge, in more sober guise, to give moral or social educa-



tion classes for fourth and fifth year pupils (less, as the report notes, for the less able). Where are they in between?

The obvious answer must be that there is no curricular slot for them in the first three years of secondary school. But, as the inspectors say, these are precisely the years when children may start to turn to crime. Surely, be implication, the report makes a strong case for continuing contact with the police throughout this period, perhaps as part of a general social studies course and not just for less able?

The report also says little about teaching materials beyond remarking that some have been criticized by teachers for their "crudity or propagandist nature".

The report's preference for locally developed curricula rather than national guidance is to be welcomed. But the inspectors' considered view of some of the material now in use would be valuable and could well form the basis of a more detailed follow-up.

### Some flesh on the bones

Sir Keith Joseph's positive speech at the National Council for Special Education Conference (page 3) has given an unexpected fillip to hopes discouraged by the watered-down Warnock of the 1981 Education Act.

Sir Keith is every bit as keen on standards in special education as elsewhere in the system. In this case, his close interest seems to be good news for everyone concerned. What he had to say about teacher training, research and curriculum development, in FE as well as schools, suggested that he is after all prepared to put some flesh on those bare bones of legislation, and in the places where it matters most.

The most encouraging moves are to be in teacher training - the essential preparation for meeting special needs in the ordinary classroom. It

had already been announced that £1m of the direct funding for in-service would go in that direction, a modest start but enough to break new ground. Training to teach in an integrated classroom is different from training for special education, a point also relevant to Sir Keith's new statement endorsing a special needs element in all initial training courses.

His assurance that he is prepared to use his power of approval to make sure that this element gets into courses has more teeth since his recent White Paper. All initial training courses are due to come up for review in the next year or two, and the inclusion of a special needs element is to be one of the criteria for approval.

Integration was not the only issue, however. Curriculum development in schools for the more profoundly handicapped has been a patchy business. In some, a collaboration between teachers, trainers and researchers has been very productive, but developments have not been widely disseminated. Sir Keith wants this to be a priority for the new curriculum.

Also on the cards is a special curriculum initiative aimed at those with more moderate learning difficulties. Though that was not one of the three new research projects announced in his speech, it should have a useful spin-off for the "top 40 per cent" whose concern Sir Keith has much at heart. It is thought to be a likely starter.

**no comment**  
I don't particularly like speaking 'I'd be happy never to make another speech, but it goes with the job.' From "A Life in the Day of Mr. Kinnock, MP" in The Sunday Times magazine April 10.

## Sir Keith calls for national values in study of history

by Nick Wood

Commenting on the proposed criteria for 16-plus examinations in history, Sir Keith Joseph says that one of the aims of studying history is to understand the development of the shared values which are a distinctive feature of British society and culture and which continue to shape private attitudes and public policy.

His comments are being taken to mean that he wants schools to impress on pupils how the primacy of parliament, respect for individual rights, equality before the law and traditions of liberty, tolerance and decency have determined the contemporary social and political system.

Sir Keith also says he wants every exam board to offer a syllabus helping pupils towards an "understanding of the intellectual, cultural, technological and political growth of the United Kingdom and of the effects of these developments on the lives of its citizens".

Mr Martin Roberts, headmaster of Cherwell School, Oxford, and chairman of the examinations subcommittee of the Historical Association, the main professional body for history teachers, gave qualified approval to Sir Keith's views.

"There are a lot of people who think that, although the skills approach has been valuable, perhaps too much British history has been lost. But the whole question of shared values, especially in a multi-racial society, needs careful thought."

Mr Roberts said a lot of history teachers were worried that syllabuses had become too "bitty" and did not add up to anything very coherent.

The Education Secretary's latest foray into the classroom comes in his response, by Mr Nicholas Edwards, the Welsh Secretary, to the proposals put forward for history exams by the Joint Council for 16-plus National Criteria.

It is contained in letters to the joint chairmen of the council which meets later this month to discuss ministerial reaction to plans for three subjects - physics, French and history.

After Sir Keith's comments about physics, which raised a storm of protest when he said that he wanted a greater emphasis on the practical applications of the subject while eschewing its social and economic aspects, the meeting is likely to be lively.

In general, the Education Secretary seems pleased with the submission on history, saying it is a "substantial improvement" on the council's first attempt, which was sent back for redrafting.

He is rather less complimentary about French, on which he also responded this week. While supporting the council's "practical approach" - exams slanted towards oral rather than literary skills - he says that its proposals require a "good deal of clarification".

He is worried that the proposed combination of "easy" and "hard" papers, intended to cater for a wide range of abilities, may not be stringent enough for the most able pupils aiming at the top two grades.

Sir Keith Joseph, Education Secretary, said this week he would consider whether teachers should be given more training on how to involve parents in the education of their young children.

## Closer links with parents urged

He was speaking at a conference on family and education at Goldsmith's College, London, organised by the Community Education Development Centre when he emphasised that parents could be unusually effective in the early years of life when children could learn very fast. He was "humbled" that so many children did not seem to have the facility to read and write, he told the conference.

## Brent pull-out angers union



Peter Dawson: in gestures

Controversy over a black lecturer barred from Hendon Police Cadet College triggered a war of words this week between Brent Council and the National Association of Teachers in Further and Higher Education after the council decided to withdraw from the college all 28 of the civilian lectures. Nick Wood writes.

The outer London region of the union called the Labour-controlled council's move a "betrayal". It claimed that "beneath the camouflage of fighting racism", Brent was "waging war on the tenure and conditions" of all its lecturers.

Mr Roy Anderson, chairman of the further education subcommittee, said he was "very disappointed" by NATFHE's reaction. "Yet again, a major trade union was failing to take up the racial issue."

The row is the culmination of a series of incidents, including a strike which began last December when Mr John Fernandes, head of the 10-strong multicultural unit, was excluded from the college after leaving to a television programme racist essays said to have been written by the cadets.

Scotland Yard said his action was "a substantial breach of trust making the teacher's position at the school untenable".

Mr Anderson said that the lecturers would be withdrawn a week on Monday. The council had given the union "a cast iron guarantee" that none of them would lose their jobs. The deadline for pulling them out had been extended by a week in the hope that talks with the union about

how the withdrawal was to be handled could be resumed. An attempt earlier this week to reach agreement had collapsed because of the union's "most uncooperative attitude".

The council had decided to withdraw the lecturers because there were no signs that the police had any intention of reinstating Mr Fernandes or of implementing the anti-racist course he had devised as head of the multicultural unit. Mr Anderson added.

He conceded that the move would prove costly for Brent. At present, the bulk of the lecturers' salaries are paid by the Home Office, though they are employed by the council. According to Mr Anderson, as soon as the Home Office stops paying the bill, the council will switch to the council. With nearly 30 staff involved, the council is likely to find its wage bill increased by around £400,000 a year.

Mr Peter Dawson, NATFHE's general secretary, condemned Brent's move as "the politics of the grandiose gesture".

"Brent Council claim to be concerned about racism in the police. Their actions will do nothing whatsoever about this problem. They claim to be concerned about the reinstatement of lecturer, John Fernandes. Their actions will not achieve this."

"They claim to be good employers yet they are proposing to reemploy forcibly members of staff who want to continue teaching at Hendon and also to discuss with us premature retirement for staff in the borough to deal with the redundancy situation they are creating."

"NATFHE believes in organized pressure to bring about change, not gestures. We believe in strengthening the multicultural, anti-racist components in police training. Our members at Hendon want to remain there and continue the vital discussions that are taking place on this very issue."

Chief Superintendent William Humphreys, head of the college, said that with 154 cadets taking O levels this summer he would be in "some difficulty" if the lecturers fail to report for work. He would have to make "alternative arrangements" for their education, which could involve transferring them to other colleges in London.

Brent Council denied this week that it was backing a move to ban police from local schools.

The demand to deny the police access in the borough's schools was made at a conference on Police, Racism and Education at Kilburn Polytechnic attended by 500 people. The Council had contributed £500 to the conference, which was organized jointly by the polytechnic and the local branch of NATFHE.

But the resolution was simply noted, not approved, by the council's education committee this week. It is now being referred to the race relations and police subcommittee for their information.

## Dramatic rise in royalties on the way

by Sarah Bayliss

Performance of plays and musical works in schools could cost local authorities £300,000 a year more in royalties after the conclusion of talks with the Performing Rights Society.

The increase, although apparently large, is roughly half what the PRS was demanding from the local authorities and represents the first increase of its kind for several years. It also means that educational establishments will still be paying less in royalties than theatres, clubs and broadcasting networks.

"We regard it as a good deal because we are still getting somewhat preferential treatment compared with other users," said a spokesman from the Association of County Councils, which has been involved closely in negotiations.

The ACC, which has already finalized the deal with its members, and the Association of Metropolitan Local Authorities, have agreed with the PRS that local councils should pay an annual sum based on their adult populations, rather than on the actual number of performances.

The Government had just approved funds for three major research projects connected with the working of the 1981 Education Act on special educational needs which came into force on April 1, he told delegates.

The University of London Institute of Education will study the implementation of the Act by local education authorities. The National Foundation for Educational Research will look at ways of making the best

## Special training for all recruits likely soon

by Diane Spencer

Special education is soon likely to be an "ingredient" in initial teacher training courses, Sir Keith Joseph, the Education Secretary, said last week.

"I have the power to approve initial teacher training courses and would be ready to use it to achieve this aim," he told the annual conference of the National Council for Special Education in Bristol. He would be using the Advisory Committee for the Supply and Education of Teachers for its advice.

"Special education would be getting 'two bites' of the specific funding on in-service training: monogment training for head teachers and courses for teachers in ordinary schools on dealing with handicapped children."

The Government had just approved funds for three major research projects connected with the working of the 1981 Education Act on special educational needs which came into force on April 1, he told delegates.

The University of London Institute of Education will study the implementation of the Act by local education authorities. The National Foundation for Educational Research will look at ways of making the best

use of resources to help ordinary schools improve provision for special needs children. The University of Manchester and the Hester Adrian Research Centre will jointly consider the development of in-service training in special education and cooperation between local authorities and the university. The projects will run for three years.

The curriculum to special schools should be examined, he said. "A great deal is going on in individual special schools, but if this is to be effective it must be accompanied by some central form of curriculum development."

"We shall need to consider what part the proposed new school curriculum development body should play in this."

The Department of Education and Science will launch a "rationalization" programme next month to reorganize and reduce the number of schools for the physically handicapped. Mr Freddie Green, staff inspector for special education told the conference.

That department had already taken the lead in a "novel venture" to reorganize schools on a regional basis for the visually handicapped and hearing impaired, he said.

## Scots speed exam and curriculum overhaul

With England and Wales still undecided over the 16-plus, the Scottish Secretary has leapt ahead and given final approval to a complete overhaul of the secondary curriculum and examinations north of the border.

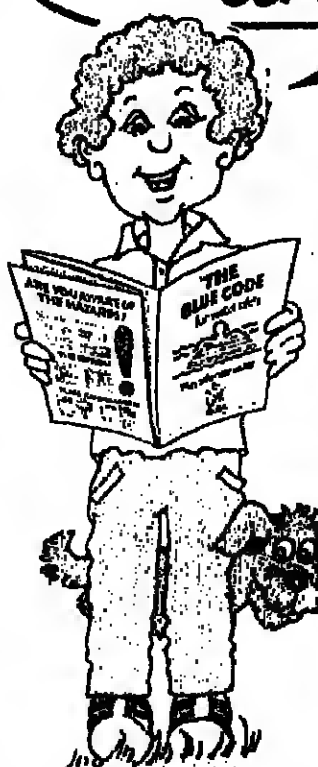
From August next year, Scottish pupils will take courses leading to a

new certificate of secondary education which is to replace O grades (the equivalent of O levels) and which will cover pupils of all abilities. It will be based on three levels of curriculum: foundation, general and credit. The new system is based on the Munn and Dunning reports.

Announcing the plans on Tues-

day, Mr George Younger, the Scottish Secretary, said the changeover would take place in three years, instead of the four as originally envisaged, with the new structure starting in English, mathematics, science and vocational skills in 1984 and other subjects following in the next two years.

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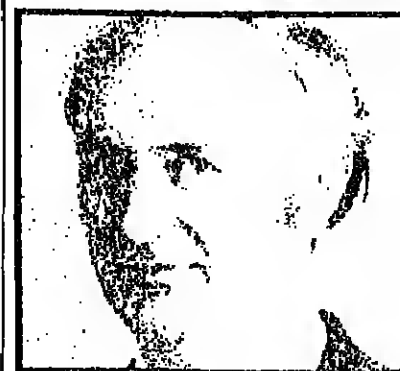
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## PLATFORM



John Sayer (above) argues that initial teacher training which places more emphasis on subject specialisms will not satisfy the profession's present or future needs



## The shapelessness of things to come

This year's puff of white smoke on teacher training appears to be more propitious than at any time since the James Committee reported. They may screen the intention to worsen future school staffing ratios rather than improve them by 3 per cent as promised ever since Mrs Thatcher accepted the James recommendations on INSET. But at least there continues to be a consensus on what should be done.

We now have the national centre for management training under way; earmarked national funding of priority INSET areas; ACSET moving away from number-crunching to pronouncements across the whole spectrum of teacher training and development; HMI discussion papers on initial training and induction, followed by ACSET criteria for the Secretary of State's approval of initial training courses and by memorandum 1/83 to local authorities on the treatment and assessment of probationary teachers; the Secretary of State's Easter offer of a consultative paper on the same range of topics signals even more to come.

The constant themes, other than one and subject specificity, are those which emerged in the 1970s: a mutually supportive training partnership between schools and course-providing institutions; the proximity of theory and practice in teacher education; and professional development in line with the identified needs of schools. Some may worry about the prospect of greater use of existing government powers of approval and control; but perhaps we should be more critical instead of everyone's neglect of power.

ers in the past. How many of us in schools even know what a professional committee for teacher education looks like?

Good will come of all the initiatives, guidelines, inducements and developments. But it has taken so long to agree them that two major doubts must be articulated: do the proposals still relate to present-day needs in schools, and what will teachers be about by the time the changes are having an effect?

To take the first of these: in all the proposals on initial training there is an emphasis on subject and age specificity. Selection and subjects of first degree and training are to be more closely related to subjects which will be taught; and there is still some flirtation in the wings with the requirement that teachers be considered qualified to teach only the subjects for which they have been prepared. HMI finds and states overwhelming evidence of the need to be confident in the subject-matter to be taught; and accordingly recommends a strengthening and extension of subject-education and method-training.

Yet probationary teachers look back on initial training and signal in quiet, different directions when asked by the same HMI what they were least well prepared for. They thought they had been adequately prepared in subject methodology; what they had missed was preparation for the personal, pastoral, social, and multicultural transactions of school life in a community.

The problem goes beyond teacher training to curriculum and the whole organization of schools. Schools are presented to and by HMI as though 80 per cent of teachers' time were engaged in the formal timetable of subject-teaching, so what could be more sensible than to prepare them for that? This is false on at least three counts. First, research has shown that only 21 per cent of the secondary teacher's professional activity is in the classroom on the timetable; secondly, even when there, the proportion of time which can be devoted to planned subject-teaching and learning may be anywhere between 80 per cent and 10 per cent (how can anyone pursue a mathematics teaching programme in a group with a 30 per cent truancy rate, as an extreme example?); and thirdly, there is an ever-growing organizational overlay of extraction, substitution, examination, and special occasion to reduce what is left by at least another 20 per cent. Without research, it would be impossible to put a figure on classroom "efficiency" if the intention was to teach subjects on timetables; but it could well average out at about 10 per cent. Is that the priority for initial training, or should preparation be given for whatever has taken up the other 90 per cent?

Then, of course, there is the question whether subject-based curricula

are the most appropriate for all children in a secondary school. On the one hand, we leads have been campaigning - and rightly so - about the recent shortages of specialist teachers in certain key subject areas, and can be relieved that the teachers are now becoming available if only we could take them on. On the other, we are aware as the Secretary of State that the subject-based curriculum still being imposed for and by an inappropriate public examination system is not one which can properly be served in diluted dosages to half the population for whom it was never intended. These are the pupils who, unable to spell "school certificate", misheard and translated it into their own experience as "school's so difficult".

Why, then, should there be surprise when HMI discovers that teachers are not being used entirely to teach the subjects in which they were trained? Could it be that schools need teachers for more than one purpose, and that the purposes should figure more clearly in their training?

The point is acknowledged in the literature, but not in the structure of proposals.

All courses of training should include practical experience and knowledge of class management and control; knowledge of the variety that constitutes the full range of pupils in terms of ability, behaviour, social background and culture; experience and know-

ledge of the level of performance appropriate for children of different ages, abilities and backgrounds; awareness of the ethical, spiritual and aesthetic values of society as well as the democratic and economic foundations on which it is based; respect for and understanding of the wide cultural heritage which belongs to children growing up in our society.

(HMI recommendation 1.1) Since this can no longer be a matter of course options, not confined to subject-training or programmes of professional and educational studies, there is an opportunity to bring this core curriculum into the training partnership of schools and course-providing institutions together. If so, we have to negotiate it.

So much for the present. What, though, of the shape, or shapelessness, of things to come? Let us suppose that we are training for a policy to mature in the year 1995. The first point is that whereas today 31 per cent of teachers in secondary schools are under 30, by then the proportion will have dropped to 9 per cent. So why all the emphasis on rigour in initial training, and where shall we look for an equal determination to plan the ability to change our spots?

Then let us suppose that the myths of curricular balance based on a distributed diet of subject-interest have been exploded, and that by 1995 even the skills-based curriculum has come to mean more or less whatever is

wanted at the time. Let us further suppose that distance learning systems have graduated backwards from the Open University through the Open Tech, and are within reach of local planning alongside schools. Let us suppose that micro-technology and informatics have brought push-button access to knowledge to the home in a measure which could not be envisaged when schools were established, so that information-pushing is no longer seen, expected and criticized as the main activity of teachers.

Then let us suppose that there has been a reassessment of what can best be done by the professionally trained teacher, and how this relates to the contribution of parents and others with specific training skills. Let us suppose that each local community is able to maximize the use of the post-elementary education resources available, and that the distinctions between secondary, youth, further and adult education are no longer in the way. Let us suppose, again, that the community's management of this global resource within physical reach of those with two legs or a bicycle will be organized to respond to ever more rapid change.

Now, either we panic and seek refuge in our enclosed garden of traditional patterns and doing the things we know best how to do, or we accept that these must be transferred and translated so that change - which will occur with or without education - may also become progress and improvement, which depend almost entirely on education.

Nothing in this year's proposals for teacher training does more than touch on these issues gingerly. Perhaps more could not be expected, although it ought to appear reasonable to look for some alignment of training across secondary and further education, and that is simply not happening. Very shortly there will have to be a new education system locked into expectations from the past, being bypassed by the same keyholder whatever the present are national priorities for the future, and being prevented from giving leadership towards progress in the future. If so, the training of teachers for new roles and expectations must come first. On the agenda should be initial training for flexibility rather than this specificity now being preached, coupled with a priority for planned continuous INSET across the domain rather than individual terms or years of grazing, and earmarking of old patches of pasture. Perhaps, after all, those puffs of white smoke were seen on yesterday's negative.

John Sayer is principal of Banbury School, a former president of the Secondary Heads Association and a member of the Advisory Committee on the Supply and Education of Teachers.

## NEWS

Hilary Wilce looks at the campaign for improved maternity rights in the light of a shrinking jobs market

## Gloomy outlook on benefits for new mothers

Women teachers are finding their union voice and stepping up the pressure for improved maternity benefits, but ironically an increasing number will find themselves ineligible for any gains made.

To claim full maternity pay and leave, a woman must have a continuous and substantial record of employment. But the chronic job shortage is pushing more and more women to the margins of the profession.

The proportion of women who teach part rather than full-time has gone up from 15 per cent in 1980 to 19 per cent in 1981 and is still rising. The same is true of those teaching on short-term contracts. Last year over 4 per cent of the teaching force was on such contracts, more than double the 1977 figure, according to surveys by the National Union of Teachers. Women account for almost all of these - 94 per cent of those on part-time contracts, 83 per cent of those on fixed-term contracts.

A proportion of these teachers will be eligible for full maternity benefits, especially after a highly significant Lords decision that those employed on fixed-term contracts broken by holidays should be regarded as being continuously employed. But inevitably many will not have the weekly hours or the uninterrupted service necessary to qualify.

Yet their problems are likely to go unattended since the same dire job situation is keeping maternity and paternity benefits off the national negotiating table. After this year's national conference the NUT is committed to fight for full pay for the whole of maternity leave and 11 days' paid paternity leave, but negotiating energies are tied up in a mass of other issues from staffing levels to non-teaching time and in-service training.

Observers also note that at this level unions appear to have little stomach for the fight, believing in small measures that a woman's place is at home with her children and that paternity leave is an unnecessary frill.

Although delegates to the NUT's recent equal opportunities confer-

The complex technical problems which can face teachers trying to claim maternity benefits under this country's complicated legislation are highlighted in a forthcoming report by the Equal Opportunities Commission.

The report examines industrial tribunals cases concerning maternity rights, four of which involved teachers.

In two cases inner London teachers on part-time, fixed-term contracts were deemed to have the continuous service record necessary to claim maternity leave. These rulings have been confirmed by a Lords decision that employment by fixed-term contracts, broken by holidays, amounts to continuous employment for employment protection purposes.

In another case a teacher working for Lancashire was told that although moving from one local authority to another did not break her continuity of service, the fact that she had moved to work for a church-

once pushed union leaders to campaign for a year's full-paid maternity leave and six weeks' paid paternity leave, there is no saying the message will be received and understood. In contrast, the National Association of Teachers in Further and Higher Education is committed to an even stronger line, and is seeking a common front with other public sector unions.

Hence nothing has changed since national conditions were drawn up in 1979. Broadly speaking, a teacher who has worked for a year can have 18 weeks off, six on full pay and 12 on half pay. Teachers who have worked for two years can have up to 20 weeks off, six weeks on full pay and 12 on half.

These conditions apply to almost all teachers in the country, although in inner London teachers are eligible for a year's discretionary leave of absence, and further improvements are now under discussion in the capital's contract talks.

And in Nottinghamshire, which has the most generous provision,

### Claimants face legal hurdles

aided school did, and that she was therefore ineligible in law for maternity pay.

A further, highly complicated case concerned an inner London teacher who wished to work up to three weeks before her expected date of confinement, claiming maternity pay for three weeks before and three weeks after the birth. This would have taken her through the summer holidays and into the autumn term. However the authority, unwilling to pay her throughout the summer, wanted her to stop work at the end of the summer term.

To muddle matters further a local staff code laid down more generous

maternity benefits than the statutory provisions, but allowed the authority to determine the dates between which employees could receive maternity pay.

The tribunal ruled that no contract could impose restrictions not imposed under law, but that an employee must choose between her contractual or legal entitlements and not make a cocktail of the best of both. However one member of the tribunal disagreed with his ruling.

A spokeswoman for the EOC said this week that the "biggest omissions" in maternity provision was the requirement that a woman should have two years of continuous service with the same employer. This adversely affected the growing number of teachers taking part-time or supply work.

The commission had been disappointed that better maternity and paternity deals had not been offered by employers who were unable to put money on the table for pay increases, she said.

women with two years' service can elect to stay at home for up to three years and still have a guaranteed job with an authority.

However, this is not quite as generous as it first seems. The authority is free to offer any kind of job, anywhere in the large county, and under present circumstances

### Britain's statutory provisions are... some of the worst in Europe

some women have had no choice but to return to supply teaching. Nevertheless, the agreement is valued by teachers.

"It's excellent", according to Angie Mindel, a 29-year-old middle school teacher who has just had a baby boy. "A definite advance." She thinks she might like to return to work when her child is a year or 18 months old, and although she is unsure how completely the authority will be able to fulfil its obligation,

she still welcomes the freedom of manoeuvre available to her.

Tina Pamplin, aged 33, has done just what Angie Mindel is thinking of, returning to part-time teaching in a further education college after giving up her remedial teaching job to have a baby almost three years ago.

The agreement, she says, allows women to go back to work when they feel physically and emotionally ready, and when they feel the baby is ready for a childminder or nursery. "That extra time makes a world of difference. At 29 weeks a woman has hardly got over the birth, and the baby is still totally dependent. By a year they're walking and talking, everything's changed."

Yet this is but a small glimmer in a generally gloomy picture. As the Equal Opportunities Commission points out, this country's statutory maternity provisions are in many ways some of the worst in Europe. The restrictions on eligibility, and the complex notification procedures,

conspire against a smooth transition from work to home and back again - although perhaps nothing is quite as iniquitous as the paltry £25 maternity grant which is now worth far less in real terms than when it was introduced in 1911.

An EOC assessment of maternity rights, published at the end of last year, also urged that paid paternity leave should be introduced immediately.

However, for teachers such a provision seems a long way off. The subject was raised at national level a few years ago but swiftly sank back without trace after employers suggested that the teachers should produce evidence that the current grace and favour arrangements with local authorities were not working.

At present most new fathers can get a number of days' compassionate leave, at the discretion of the school head. Although this is almost always granted, it is not always granted generously and freely.

Some heads object to the unplanned disruption of male teachers rusting off to the labour ward. Others see no reason why men should have time off at all.

One Nottinghamshire teacher had to suffer having a staffroom notice pinned up by his deputy head showing which of his colleagues would have to cover for him in his absence for "the so-called paternity leave".

However, there is no doubt that maternity and paternity leave, like all other staff absences, cause genuine headaches. Teachers are highly trained specialists and not easily interchangeable. Margaret Maden, head of a sixth-form centre in North London, pointed out earlier this year that improved parental benefits must be backed up by improved supply cover arrangements. If individual teachers are not to gain at the expense of their schools and pupils.

Few teachers would disagree with this, but many fear, with justification, that in the current climate such an ideal makes the prospect of improved maternity and paternity rights unlikely before their children are born, grow up, and having children of their own.

## Involve parents in reading - Kinnock

by Nick Wood



Neil Kinnock... English priority

Every school should have a teacher responsible for helping parents improve their children's reading, Mr Neil Kinnock, Labour's shadow education spokesman, said this week.

A 10-minute session at home every day when parents listened to their children reading would "transform levels of competence", he told the National Association for the Teaching of English at its annual conference at the University of Surrey.

Giving children a command of English was probably the most essential obligation schools faced, Mr Kinnock said. This was a fact - not "cultural imperialism". English was the "tool of life" but this realization should not be used to place it above the hundreds of

other languages used in British homes or to suppress their use and teaching.

"No act of cultural injustice should be committed in the name of English. No family relationship should be soured by an educational dictatorship, no child should be demoralized by a system of schooling that denigrates his or her linguistic background", he said.

Mr Kinnock took issue with a parliamentary select committee report referring to a "loss of public confidence" in the standards of English teaching which could not be explained away by a lack of qualified teachers or resources.

The implication that English teachers were not up to their job did not hold water, Mr Kinnock said.

## TUC wants revamped Schools Council

by Richard Garner

The government should set up a revamped Schools Council which would be a representative assembly with power to change the school curriculum, according to an education policy blueprint to be published next month by the TUC.

In effect, the policies spelt out in the blueprint - which also echoes the concerns of employers who go to the expense of training young people only to find their rivals "poaching" their staff - have been

drawn together in the run-up to a general election with a view to influencing policy on education.

The blueprint is being prepared by the TUC's education committee after consultation with affiliated unions in the education service and the finishing touches to it were discussed at Congress House on Tuesday.

It recommends: the secondary school exams. Separate GCE and CSE exams should go. There should be

common assessment for all 16-year-olds and profiles for all school leavers.

● Setting up a new representative Schools Council with the power to agree a plan for changing the school curriculum.

● New laws for school governing bodies, giving places to teachers, non-teaching staff, unions and parents.

● No more public money for private education.

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David Lister looks at the findings of three new reports on the effects of lead pollution on children.

## Researchers lend little support to IQ damage theory

Three large-scale research studies on whether lead impairs the intelligence of primary and pre-school children will show that the relationship between lead levels and IQ is statistically non-significant when social factors such as parental background are taken into account.

However, the controversy over lead and IQ, fanned by the pressure group, CLEAR (The Campaign for Lead Free Air), is certain to continue.

For although social factors — father's occupation, state of house, even mother's marital satisfaction — were found to be far more important influences on child behaviour and performance, the fact remains that at least one of the studies found that there was an IQ deficit of five points between children with high levels of lead and children with low levels of lead.

The findings of the research studies are not in line with similar research done earlier in the United States but the investigators involved in the UK studies explain that one reason for this may be that the American children appear to have been exposed to much higher levels of lead.

ings of their pilot study were also based on data with only limited allowances for social factors.

The researchers spoke of their findings at the British Psychological Society conference in York last weekend. Summing up after the conference, Professor Michael Rutter, who chaired the session on the effects of lead, concluded: "There is no doubt that lead is a neuro-toxin. There is no doubt that lead in high doses does damage children's intelligence. The question is at what levels do these effects begin to become evident?"

"It is when you are at the lower levels that the overlap between lead and these other variables becomes so difficult to disentangle... There is some suggestion that the real effects of lead may be more apparent in socially disadvantaged groups."

"The problem of how you move from that to policy is yet another set of issues and I think that two questions arise. Do we know at what level lead becomes harmful? The answer is that we do not. Is there a level at which we can be sure it is safe? No we do not know that."

"Many of us feel that in that sort of situation, where there is a certainty of ill effects at higher levels and the possibility of ill effects at lower levels, it would be sensible to act on the assumption that it might."



Michael Rutter: "It would be sensible to act on the assumption that lead might be damaging children's health", tithes the CLEAR symbol.

be damaging children's health."

His conclusion was applauded by Dr Robin Russell-Jones, deputy chairman of CLEAR, who emphasized that the study of lead in London children's teeth showed a deficit of about five points for those with higher lead before correction was made for social factors.

He added: "These studies have failed to resolve the issues. In a sense this is the worst of all worlds because we cannot be sure either

way. But you don't have to be sure.

You take the decision on the basis of risk, that people might be in danger. That is what you do elsewhere in medicine."

He stressed that no controlled research could be done comparing children of similar backgrounds with high levels of lead with a lead-free population. This, he said, was like trying to make decisions on whether cigarettes caused lung cancer by looking at people who smoked 10

cigarettes a day and people who smoked 20 cigarettes a day.

Referring to Ms Marjorie Smith's report, which showed an IQ deficit of five to seven points before correction for social factors and two and-a-half to five points after correction (in common with studies abroad), he said: "You could say that since social variables went some way to reducing the lead-related IQ deficit, it only we could have thought of some more variables to enter in to the analysis we would have removed the deficit altogether."

"We would say that having allowed for social factors you reduce the size of the lead-associated deficit. In fact you reduce it by less than half and what is left can be attributed to the effect of lead in those children."

"The fact that what we are left with falls short of statistical significance does not make it insignificant because, in all the studies, effects are in the same direction."

He also said that if behaviour tests were done on animals exposed to lead — who clearly did not suffer from social factors — they would exhibit neuro-psychological deficits related to their lead exposure.

"It should be emphasized that demands for incontrovertible evidence are not only unrealistic from a scientific point of view, they are also unethical from a medical point of view, since a generation of children may be sacrificed whilst the data gradually accumulated."

The studies, though, have clearly pleased the Department of the Environment, which issued a statement before last weekend's conference announcing that the research groups would report the absence of any statistically significant lead effects in large scale studies of city centre children. The issuing of such a statement before either the reports were available or the researchers had made their speeches was thought to be highly unusual.

Attention drawn to Cockcroft message

## Maths promotion mounted by DES

by Nick Wood

The Department of Education and Science is trying to run home the message of the Cockcroft report in an attempt to strengthen maths teaching in primary schools.

Copies of a four-page booklet summarizing the report's main recommendations for primary teachers have been sent to L.E.O.s for distribution to all junior schools in the country.

The booklet describes the report as "the most authoritative document about school mathematics to be published for many years" and says that every primary school should have a copy for staff to consult.

It reminds heads that one of Cockcroft's key proposals was for all but the smallest schools to have a teacher designated a "mathematics coordinator".

The job would include:

- Preparing a scheme of work for the school in consultation with colleagues.
- Giving guidance and support to staff on implementing the scheme.
- Organizing teaching resources for maths.

● Monitoring maths work in the school.

● Arranging school-based in-service training.

● Liaising with other schools and advisers.

The booklet says that primary maths teaching needs to go beyond equipping children with mathematical understanding and numerical skills for use in later work.

It should also enrich their aesthetic and linguistic experience, provide them with a way of exploring their environment, and develop their powers of logical thought.

Parents worried about an unfamiliar approach to a familiar subject should be reassured by teachers explaining the school's approach to maths and the purpose of mathematical activities carried out by pupils.

"Mathematics should be presented as a subject both to use and to enjoy", the booklet says.

Mathematics Counts: Report of the committee of inquiry into the teaching of mathematics in schools. HMSO. £5.75.

## Nursery row teacher quits over ill health

Mrs Ellen Crosbie, the Nottinghamshire nursery teacher whose sacking caused a year-long campaign for her reinstatement by the National Union of Teachers, has been forced to give up her job because of ill-health.

Mrs Crosbie (pictured) was sacked by the previous Conservative administration at Nottinghamshire County Council after she had refused to take a class she considered to be oversized and unsafe for teaching.

Now she has been told she cannot continue teaching nursery school children because of a back complaint. She has been granted an invalidity pension and is continuing to carry on with union work.



Mrs Crosbie's sacking from her job of Robert Mellors Infants' school in Arnold led to her colleagues taking strike action in her support. She was reinstated and posted to a job in another school after Labour had won control of the county council in the 1981 local government elections.

## Social dangers feared in threat to Ulster schools

by Hilary Wilce

Small rural primary schools in the border areas of Northern Ireland play a vital part in maintaining stable communities in the face of a great daily stress and should be protected from closure, the leader of the Ulster Teachers' Union said last week. More money should be directed into education in these areas, he said.

"Our schools in the scattered communities along the border are vital to the people living there; they are an essential part of the fabric of society and to remove them would contribute immensely to the disintegration of some of these rural areas", Mr Tom Agnew, president, said at the union's annual conference in Newcastle, County Down.

But teachers had little to fear from school closures made under appropriate circumstances, Mr Agnew said. "We have faced closures before; some of our counties are knee-deep in closed schools."

However he made clear the union's opposition to the wholesale school rationalization strategy suggested by the Department of Education, and especially to the sugges-

tion that only primary schools with four teachers or more should survive.

Some of the stir about school closures in Northern Ireland was a direct result of the political situation, he suggested. With no devolved parliament, and therefore no local control over the allocation of central funds for education, "government by direct rule tends to take on a big brother image".

Mr Agnew deplored the new three Rs in education — rationalization, redeployment and redundancy. He emphasized the need for earlier registration and for a teachers' registration council, and reiterated the union's call for a seat for Northern Ireland teachers on the Barnham Committee.

Mr Agnew's remarks on school closures came after a long saga of wrangling over rationalizing school places in Northern Ireland, where the secondary school population is due to drop by 25,000 in the next 10 years.

There is strong parental opposition to school closures.

## Lead levels found to be well within safety limits

All the research studies found children to have levels of lead far below the Government's safety limits.

The three studies, which will be published later this year, are the most extensive undertaken and together are said by the Government to represent the largest national programme of research into lead and children's health undertaken by any country.

The Birmingham University study on the relationship between blood lead and behaviour in pre-school children began in 1979. It was funded by the Department of the Environment and looked at 189 children aged 2½ (it was clear from previous studies that the peak of blood lead levels occurs between one

and three years of age).

In Birmingham all birth records have been computerized and this helped the research team under the project director, Mr Peter Harvey, to select children who had a similar birth weight, were born and remained in the inner city, and had two European parents.

This sample included children in the Bradley Hill ward directly under the notorious Spaghetti Junction. Despite the obviously large amounts of petrol fumes, blood levels there were exactly in the mid-range of children investigated.

The children were given a wide variety of intelligence tests as well as being observed both playing and when being tested. To assess social

factors — known to influence greatly the performance in intelligence tests — parents were also given lengthy interviews.

The tests showed that in manual social classes blood lead may have a more significant effect on IQ than in classes further up the social scale.

Mr Harvey said there was no clear association between blood lead and IQ nor between blood lead and behavioural measures after social factors were taken into account.

The second report, an amalgam of three studies funded by the Medical Research Council, investigated the relationship between blood lead and child health in London and Leeds.

Ninety-four primary children were studied in London and 302 in Leeds. This study found that in non-manual classes you were actually likely to have an IQ higher by one or two points with higher-than-average lead levels, but in manual classes there was a very slightly reduced IQ resulting from a higher lead level.

The third study, which was Duff funded, looked at the largest sample of children and investigated the levels of lead in the teeth of children who have been exposed to lead much longer.

This research under Ms Marjorie Smith of the Institute of Child Health in conjunction with Southampton University, involved 7,000 children in two inner London boroughs and one ILEA division over a period of three years.

Children aged 6 to 7½ in top infant classes in 168 schools gave milk teeth to the research team (when they fell out naturally and with their parents' permission it should be added).

For every child that gave a tooth a behaviour rating was given by the teacher. Nine out of 10 teeth analysed had lead levels of below 8.5 micrograms per decilitre (under a third of the safety level).

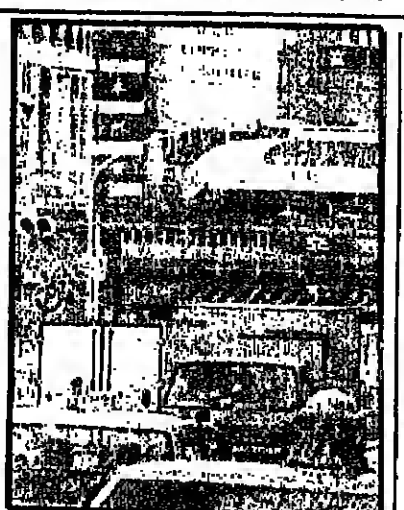
Before any correction was made for social factors children with higher levels of lead had on average a lower IQ by about five points as against other tooth lead studies had already shown abroad.

## Petrol poses major threat to children

Lead is a neuro-toxin, a poison, and at high levels is dangerous, particularly to small children. This is not being seriously disputed despite the latest research.

However, the blood of children living in urban communities, in inner cities, by busy roads, and even, as one research report found, right under Spaghetti Junction, usually contains an average of 15 micrograms per decilitre, and often considerably less. The accepted cautionary limit is up to 25 micrograms.

Nevertheless, the Royal Commission on Environmental Pollution will next Monday almost certainly recommend that all lead should be banned from petrol, and a reduction in the lead content of petrol has already been legislated for. Petrol exhaust fumes are believed to be the major



Japan introduced lead-free petrol in 1972.

source of lead in children. Water from lead pipes, paint, and cigarette smoke add to the problem.

Other countries have already introduced lead-free petrol. In Japan it was introduced in 1972 and a recent survey of Tokyo teachers showed a 70 per cent reduction in lead intake.

## Spin-offs from studies

Although this major concentrated testing of IQ, behaviour, concentration and movement in young children has failed to prove anything conclusive about lead it has not failed to offer other fascinating insights.

The Birmingham tests on two- and-a-half-year-olds found some distinct sex differences. Girls were more active than boys, and tended to walk away from tests more than boys. Boys talked more than girls.

Nearly one in three of the children was unable to do enough of the tests of verbal comprehension, recall of digits, naming vocabulary and visual recognition for the researchers to compute an IQ score.

Lower IQs were found to be associated with tantrums and thumb-sucking. Sleep problems were associated with higher IQs, although the researchers stressed that children who had sleep problems do not necessarily have high IQs.

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## NEWS

Nick Wood reports on the Assistant Masters and Mistresses Association conference at Birmingham

## Industrial action pledged if pay talks drag on

The Assistant Masters and Mistresses Association, traditionally the most moderate of the three main teacher unions, has pledged itself to advise industrial action if the management side of the Burnham Committee does not improve its 4 per cent pay offer today or agree to the claim going to arbitration.

At a meeting held behind closed doors delegates affirmed their commitment to seeking an award on a par with the 4.975 per cent offered to Scottish teachers.

Afterwards, Mr Peter Smith, the union's deputy general secretary, said his members were in no mood to tolerate a repeat of last year's

protracted talks. They recognized that delay only benefits the local authorities which raked in large sums of money in interest on unpaid rises.

If the management panel were not prepared to increase the offer or agree to immediate arbitration, teachers would be advised to stop covering for absent colleagues and have lunchtime supervision.

"If there is a period of delay there will be anger in all the unions - ourselves included. There is a deep reluctance to take action but a refusal to go to arbitration will provoke very deep anger indeed. It is a principle for which we will fight",

Mr Smith said.

Mr Tom Jones, the president, said: "Negotiations have gone out of style in the Burnham Committee. It is down to the management panel to show the realism they are looking for and finding in us."

"Make no mistake, if they are not prepared to move beyond 4 per cent we would join our colleagues in other unions in using arbitration."

"But if there is an improvement we will go on talking."

AMMA's executive committee is holding a special meeting tomorrow to decide its next move after today's meeting of the Burnham Committee.



Strangers, the detective series which often figures in the debate about televised violence.

## Worse for watching television

A teacher confessed in the conference that he had been "corrupted" by sex and violence on television.

In a debate about the media, he said: "I admit I have been corrupted. I can think of one or two times when I have been a worse person for watching something on TV."

Mr David Ryan of Humberstone -

who refused to go into details - was one of several teachers to express concern about the "increasing dominance of television and video over children's lives and development".

Conference asked the association's executive to remind parents of their responsibility to ensure their children watched suitable programmes.

## Motion against ring fence fails narrowly

Ambitious teachers who move around the country from job to job in the hunt for promotion were condemned in a debate on the merits of the "ring fence" - in which an authority advertises a vacancy only in its own area - operated by many I.E.A.s when reorganizing schools.

Mr Elgar Jenkins, of Avon, was opposing a resolution attacking the practice as contrary to the interests of schools and teachers.

"I resent the implications that there are whiz kids who have done 45 courses hiding in the undergrowth ready to save us from ourselves... Our primary duty is to protect jobs."

Mr John Hogg, of North Yorkshire, was one of several delegates who thought the ring fence had a stifling influence on education standards and on careers.

Dr Cecily Gale, the association's treasurer and a Birmingham teacher, opposed the motion, saying: "We have to consider poor scale one and scale two teachers who are the backbone of this association. We have to protect their jobs."

The motion attacking ring fencing was narrowly defeated, with many delegates abstaining.

## Vocational initiative deadline criticized

Pupils' interests have suffered as schools have rushed to comply with Government-imposed deadlines for the New Technical and Vocational Education Initiative for 14 to 18-year-olds, the conference heard.

Miss Elizabeth Cragg, from Frome College in Somerset, one of the authorities selected for the pilot scheme, said that drawing up proposals in just four months had placed a heavy burden on teachers' time and energy.

"A great deal of consultation on many aspects, including costing, between school staff and their I.E.A. officials had to occur in a very limited time without extra resources, particularly of teaching staff, and while the existing work of the institutions was maintained", she said.

## A question of character

The prospect of teacher students being sent on "SAS-type training missions" across the Brecon Beacons surfaced in an acrimonious debate about teacher training.

Mr Sid Mellheys, a Bradford teacher, said he objected to a clause in the resolution calling on colleges to give a greater emphasis to "character development".

Would character be developed by going over to American management techniques or by sending teachers on SAS training courses? he asked.

Delegates deleted the offending clause then voted to let the motion fall.

## No place for party politics

AMMA delegates washed their hands of party political associations - in the process aiming a decidedly unfraternal broadside at their colleagues in the National Union of Teachers.

Mr Eher Kingston, a teacher in Merton, said that out of 11 motions submitted by the local branch of the NUT for its conference, only three dealt with education.

Others urged the union to defend homosexuals, condemn the monetarist policies of the Government, reject nuclear weapons and the arms race, "reconstruct Britain", and called for free contraception and abortion on demand.

"There are many teachers of no union affiliation and others affiliated to other teachers' associations who are angered that the unions should be used by certain people as vehicles for their political hang-ups," said Mr Kingston.

"Some teachers are being used for the expression of blatantly party political, non-educational views."

## Redundancy policy demanded

The "terrifying threat of compulsory redundancy" led delegates to back a resolution calling on the association to draw up a national policy on voluntary and compulsory redundancy.

Mr P. Leech of Birmingham reminded delegates that under the city's plans for reorganization - which involve closing 10 schools and merging 16 others - compulsory redundancy had seemed inevitable.

Although the threat had now receded it could return, he said.

"Our members need the reassurance there is a policy on redundancy. Members will be reassured to know we have a thought-out policy and are not simply reacting to events."

Mr Mike Stevens of inner London said that teachers aged 40 to 50 were in the greatest danger. Some authorities would find that voluntary redundancy and early retirement for the over-50s were not enough to contain the staffing problems posed by falling rolls and cash shortages.

Mrs Jane Mancus of Hertfordshire said: "We have got to support one another over this. That's what the miners and steel workers do and that's why they get a better deal."

## Anxiety over changes for handicapped

Fears that schools will be inundated with handicapped and maladjusted children overshadowed the debate on the 1981 Education Act.

One delegate said that in his youth he had helped a boy in a wheelchair go up several flights of stairs so he could attend French lessons. He doubted whether he was fit enough to do that today.

Mr Roger Wright, from Birmingham, said that special schools were also affected by falling rolls. He knew of councillors who saw the possibilities of economies in closing them and transferring pupils to ordinary schools. Councillors needed to be persuaded that there were votes to be won in raising the rates and improving education standards.

Delegates called on local authorities to "work closely with teachers when implementing those parts of the Act which deal with children with special needs."

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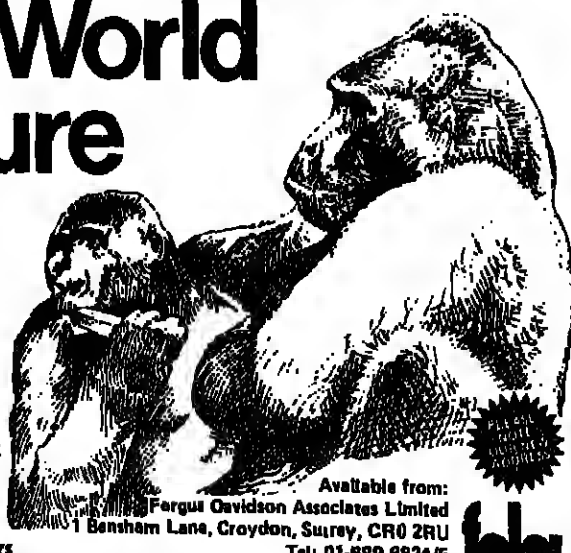
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Bert Lodge reports from the National Association of Schoolmasters/Union of Women Teachers' conference at Eastbourne

## Early retirement option regarded as major priority

A motion on early retirement was chosen by delegates as top priority for debate from among more than 100 submitted to the annual conference.

The conference agreed that teachers over 50 should be able to opt for early retirement "or a practical alternative".

But delegates rejected a further proposal from the movers of the motion, Nottingham and district association, that the alternatives should be:

- to continue teaching half-time with the remainder spent in some supportive or advisory role, or
- to teach half-time on part-time rates but with full pension rights assured.

Mr James Neville, Notts district, recalled the time when each September used to bring new young teachers into the schools and the average age of the staff could be as low as 25 to 26. In those days teachers could change schools frequently and had a good chance of promotion.

"Now, those on the lower levels of the escalator can't see the top because the steps are full at every level with others in the same trap."

With a reported £7bn in the superannuation scheme it was a scandal that there was still no national early retirement programme, he said.

"For every one of those older and senior teachers who would go under an early retirement scheme an average of three young teachers would be able to move up the rungs into the vacated slots."

Opposing the alternatives proposed, Mr Malcolm McCulla, Birmingham, said the motion was being

put at the wrong moment. "We are not in a time of plenty. Local education authorities think they have more teachers than they require. They could find plenty of cheaper ways of giving teachers more time."

He thought the suggestion of half-time teaching with the rest of the time on advisory work was far too vague. As for teaching half-time on part-time rates, this could only operate for a limited time. "The only thing is to go for better retirement benefits."

Successfully moving an amendment which deleted the alternatives proposed to early retirement, Mr Keith Cartright, Sheffield, asked the conference to consider a Scale 4 teacher working half-time. "What happens to the other half of the Scale 4 money? There is no certainty it will be returned to teaching colleagues. This motion tries to be too prescriptive."

Mr Neville, winding up the debate, denied that this was a bad time for action. "Wrong time? That's what they always say about every reform in history. In two years we shall be in the position of acute crisis and having to bring a priority motion to conference. We should be looking at this matter now."

The motion as amended read: "This conference urges the executive to press for the implementation of a scheme which, while retaining the option of early retirement, offers a practical alternative for the aging teacher."

Many delegates said afterwards that they thought finding alternatives for the over-50s was far more important than consigning them to early retirement.

## Needs of the handicapped emphasized

A recent case conference on an epileptic child was attended by an I.E.A. officer, educational psychologist, social worker and doctor - but not the child's teacher, delegates were told.

Mr Jeff Brindley, Huddersfield, was moving a resolution for adequate training and resources to meet the responsibilities of integrating handicapped children into ordinary classrooms.

This follows from the 1981 Education Act which came into force on April 1.

Delegates rejected a call for a national agreement on the number of handicapped children who could be accommodated in any one school. They also rejected a call for extra money for heads and teachers taking on these extra children.

Mr Brindley said the NAS/UWT supported the Warnock report which led to the Act but it was important the children did not finish up in an even worse situation than the one they had left.

"What are you supposed to do with a wheelchair on the top floor when the fire alarm goes and the fire regulations require that the lift shaft be closed?"

Mr Gordon Jamieson, Nottingham and district, head of a special school, said that for the 85 pupils on roll in his 150-place school, there was a staff of 32, of whom only 12 were teachers.

A 1,000-pupil comprehensive could expect to have to admit one child with cerebral palsy. It would need full wheelchair facilities and special staff. Without, it could not meet the needs of that child.

"Beware of the county council which says its policy is integration of all handicapped children. The resource implications will be overlooked," he said.

## Staff assaults files demanded

Heads and local education authorities were accused of concealing the real scale of assaults on teachers. A resolution was passed calling for I.E.A.s to keep a full record of assaults on teachers, the files to be available for scrutiny by teachers' unions.

Mr Peter Herbert, Executive, said he questioned figures supplied by the Inner London Education Authority in May last year concerning assaults on teachers. These showed a drop from 53 in 1979 to 35 in 1981.

"The Society of Teachers Opposed to Physical Punishment argue that there is a direct relationship between the incidence of beatings and assaults on teachers. Many assaults are retaliatory."

A letter from the ILEA last September, however, informed Mr Herbert that the figures only related to those teachers who had sought help through the authority's solicitor and referred to "the difficulty of placing any reliance on statistics as such."

And he noted that the latest figures (YES April 1) showed 116 assaults in 1981.

Moving an amendment that heads be also required to keep full records, Mr James West, Southampton, said that as a local secretary he could quote cases where a

teacher assaulted had been pressured by the head into keeping the incident quiet.

"There are various ways of doing it - 'Won't help your promotion prospects, will it?' or 'Still on probation, aren't you?' with the hint this could be extended. Worst of all, 'No other member of the staff has had any bother.'"

If the teacher was unwilling to take action, there was nothing the union could do. In many cases the I.E.A. never knew the assault had taken place. "Let's make sure every incident is reported and not hidden under the carpet."

Mr Donald Reaton, executive, said the attitude of his own authority (Berkshire) was that it was up to the teacher's union to prosecute. "But I believe that safety is the responsibility of the employer at the place of employment. We want a record of assaults and to know what they have done about it."

Mr Terry Marston, Lincoln, said he was for the motion but worried by it. "We argue I.E.A.s should keep their records but these could be cross-referenced to the teacher's own file. What of a teacher who has been assaulted twice? There's a case for do-it-yourself record keeping. Let's keep a record of the assaults not the assaultees."

## Support for retention of cane continues

The NAS/UWT reaffirmed its stand on the use of corporal punishment in schools.

The conference decided that if the sanction was removed at local or national level suitable alternatives would have to be agreed with the recognized teacher unions.

Mr Christopher Allen, Leeds, said the union should be looking at local authorities who were going to withdraw corporal punishment with or without teachers' agreement.

Mr Clifford Worthington, Sunderland, said union policy had been that the availability of corporal punishment was a matter for the professional. The union should be taking action to re-state and defend this position.

The motion was not simply about caning but about the wider issue of discipline in schools.

"Among the difficulties we face is the one to most fatigue us, demoral-

ize us and defeat our endeavours - to give to the vast majority of children who do want to learn the teaching they deserve," he said. "Those of us experienced can deal with it. But to our young colleagues discipline is their most difficult problem."

Surveys showed that parents wanted teachers to retain corporal punishment. "Are they to be ignored? On this issue the interests of parents and our interests are absolutely one."

Mrs Carole Labrun, Gainsborough, said: "My chief objection to corporal punishment is that it does not work. I object to the perpetuation of any method simply because that's the way it's always been."

"The teachers who rely on corporal punishment as a sanction are the teachers who produce the best tedious lessons year after year."

## NEWS

### People

#### Administrative Appointments

Mrs Liz Reid, assistant education officer in the London borough of Haringey, is to be deputy education officer at the Association of Metropolitan Authorities.

Mr David Westgarth, 38, assistant chief personnel officer for the London borough of Barnet has been appointed Inner London Education Authority senior personnel officer for industrial relations.

Dr Christine Clodds, deputy secretary at the University of Leeds since 1974, has been appointed as secretary of the London School of Economics and Political Science. Since 1980, she has also been the Committee of Vice Chancellors and Principals' administrative training officer.

Mrs Patricia Leman, an executive member of the National Association of Teachers in Further and Higher Education, has been re-elected to the TUC women's advisory committee. Mrs Margaret Raff, from the National Union of Teachers' executive committee, failed in her bid to become elected.

Mr Philip Robinson, senior lecturer in the department of education at the University of Keele, has been appointed head of education and teaching studies at Westminster College, North Hinksey, Oxford. Mr John Armstrong is to be chairman of the Road Transport Industry Training Board from April 1, 1983.

Mr Philip Everitt, head of art at Brighton Sixth Form College, is the new chairman of the National Standing Committee for Art and Design Education, 16-19. Professor Sir Randolph Quirk, Vice-Chancellor of the University of London, is to join the Board of the British Council.



School appointments: Miss Ann Gittins (pictured above) is to be head of Pimlico School from June. She is currently deputy head of Hampstead School.

Mrs Cheryl Loveridge is to be head of the new school to be formed out of the merger of Barnsbury and Starcross girls' schools. The new school, yet to be named, opens in 1984. Miss Loveridge is at present head of Starcross.

Mr Alan Walker, 38, a former Bolton policeman, has been appointed head teacher of New Westbury School for maladjusted children. He is deputy teacher at Summerseat residential school and his new school, near Nottingham, has been created from two ESN units.

Mr David Arnold is to succeed Mr Derek Slyn as principal of Collyer's Sixth Form College, Horsham. Mr Peter Bradshaw, deputy head of the Saint Edmund Campoo School, Erdington, Birmingham, is to be head of Saint Wilfrid's Senior Comprehensive School, Crawley, West Sussex.

Mrs Barbara O'Connor is to be head of Dormston Comprehensive, Dudley. She is at present deputy head of Finham Park Comprehensive, Coventry.

Mrs C Whitledge, acting head of St Mary's CE primary, Twickenham, is appointed head.

College appointments: Mr D L Barrell, director of the Work Skills Programme at Pontypriid Technical College, has been appointed Dean of Technology at Richmond upon Thames Tertiary College.

Mrs S J Woodrow, principal lecturer in general and business studies at Westminster College, has been appointed Dean of Business and Humanities.

## Staffing levels

An attempt to draw the union away from a total commitment to staffing a school on a curriculum-related basis failed.

To a motion from the executive stating that the needs of the curriculum should determine staff levels, Mr James West, Hampshire, moved an amendment that this should only happen where better staffing levels could not be got from existing arrangements, such as the pupil-teacher ratio.

He said that experience in smaller schools in Hampshire had shown that curriculum-led staffing did not bring much benefit to the teachers or the school.

## NUT under fire

The National Union of Teachers was accused of "treachery and betrayal" by Mr Eric Powell, immediate past president, (pictured right) moving a resolution condemning the rival union for having made a "secret, separate settlement" with Durham County Council in a dispute over docking teachers' pay for refusing to cover for absent colleagues.

Both unions had entered a joint defence agreement approved by the TUC. Mr Powell pointed out that this was based on the principle that no settlement should be agreed until pay deductions had been restored.



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## Anxiety for individuals over publication of HMI reports

Concern that individual teachers might be identified from the publication of HMI reports was expressed at the conference.

Delegates also called on the union's executive to "monitor and assess the impact of such reports with a view to issuing a policy statement."

Mr Gordon Fulton, Derry City, said publication of the reports had been justified by the argument that the public had a right to know.

But he felt it was simply part of the campaign being waged against teachers by Sir Keith Joseph, Education Secretary.

Mr Fulton noted the way press coverage of the reports had declined. "Is the press discovering the average inspectors' report is not the most riveting copy? Is the press discovering what we already know - that the reports are of the good

sound work going on in the schools of this country?"

Mr Fulton added: "Mr Nicholas Scott, Minister in charge of education in Northern Ireland, assured us the reports would not be made public in Northern Ireland. He had the intelligence to see they could cause damage. The inspectors could begin to write the reports with a view to publication rather than their proper function - that of aiding teachers."

Mr Howard Powell, South Glamorgan, pointed out that it had always been legal to publish the reports. The position now was that parents were confused and inspectors were wondering how to report without their concerns being taken out of context.

An amendment seeking to define guidelines on how HMI should conduct inspections was rejected.

## Press asked to leave hall

Journalists were asked to leave the conference hall just before delegates debated a motion from the north Kent association that heads be appointed on a trial basis and only after a period of management training.

Mrs Christine Keates, Birmingham, successfully moved that the press be excluded because the criticism of heads the debate was likely to generate could easily be misrepresented by the media and could lead to heads resigning from the union.

Afterwards, Mr Philip Jenkins, of Ipswich, Kent, who moved the motion, said that no head worth his salt could object to a 12-month probationary period.

The conference accepted an amendment from the executive that deleted any reference to a probationary period and called on the executive to report on appropriate training for heads.

# ATTENTION! TEACHERS

## The "Search for Solutions" nine-part film series will be televised this Spring on ITV For Schools.

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# NEWS

## DES figures reveal small rise in assessed spending

by Sarah Bayliss

Whitehall's estimates of how much local councils need to spend on education over the next 12 months have been published by the Department of Education. But it is too late for the figures to have any influence on budget-making.

The figures were released in the Commons by Sir Keith Joseph, the Education Secretary, on March 31, the last day of the financial year, by which time all councils were legally required to have made their budgets for 1983-84 and to have set their rates.

The Grant Related Expenditure Assessments (GRES) for education are calculated by civil servants and represent what each authority, given its circumstances, needs to spend to provide a standard or typical level of service.

In practice they matter because rate support grant is distributed according to each authority's total GRE for all services. The education GRE for all authorities in 1983-84 is £10,016m compared with a total GRE of £19,230m for all services.

The education GREs, which were placed in the Commons library last week, came in response to a written question from Mr Christopher Price, MP, chairman of the Commons Select Committee on Education, who has been demanding them since January.

Mr Price has described education GREs as an "essential lobbying tool" for pressure groups, councillors and education officers to ensure that education gets at least its fair share of total spending.

The DES, which is more confident than most Government departments that its GREs are a fair assessment of spending needs, wanted to publish in January as in the previous two years. But the local authority associations protested, arguing that the publication of individual service GREs interfered with each council's freedom to choose how to spend its total "unhypothecated" grant.

The Department of the Environment and the Treasury also favoured delaying publication until after council budgets had been made. This year they are determined to force councils to spend at a Government-set spending target, rather than at the Government-set GREs.

And some targets are embarrassingly under GREs. For example, the DES discovered some weeks ago that in Birmingham, planned spending on education was going to be £26m below its education GRE.

The education GREs for every English authority in 1983-84 are published here alongside the figures for 1982-83 with the percentage change.

The most striking feature is the small overall increase between last year's assessed spending needs and those for the current year, and the fact that 20 out of 97 L.E.A.s have had their education GREs reduced.

The biggest drop is in Manchester where it is 3.2 per cent lower than last year. The biggest rise is a modest 4.3 per cent increase for Walsall. Last year's picture was radically different. When the DES compared

GRES for 1982-83 with those for 1981-82 the biggest rise was 17 per cent for the London boroughs of Brent and Newham, and no authorities experienced an actual reduction in their GREs.

There are several explanations for the low rises and negative changes this year. The biggest single factor is believed to be the big drop in pupil numbers which almost every authority in the country now faces.

An authority's GRE is based on its primary and secondary school populations dated January 1982, plus student numbers and adult populations. The Government's view is that if the headcount is lower, the need to spend is reduced. It is not surprising, therefore, that Manchester and some of the outer London boroughs, known to have steeply falling rolls, have reduced GREs.

Another important explanation is the much reduced allowance for inflation. Last year inflation costs were in double figures - this year approximately 4 per cent was put into GRE calculations for pay and prices.

Mr Roy Harding, chief education officer for Buckinghamshire, where the GRE has risen more than most by 3.7 per cent, said the increase was probably due to the continued rise in pupil numbers in Milton Keynes. He said: "We would still argue that our GRE should be higher and should be based on more up to date figures. It matters a great deal when numbers are actually rising."

| Grant Related Expenditure Assessments |                          |                          |                |  |                |                          |                          |                |  |
|---------------------------------------|--------------------------|--------------------------|----------------|--|----------------|--------------------------|--------------------------|----------------|--|
| Authority                             | Education GRE 1982-83 £m | Education GRE 1983-84 £m | Percent change |  | Authority      | Education GRE 1982-83 £m | Education GRE 1983-84 £m | Percent change |  |
| London                                | 30.9                     | 31.7                     | +2.6           |  | West Yorkshire | 105.6                    | 109.2                    | +3.2           |  |
| Barking                               | 57.1                     | 55.5                     | -2.8           |  | Bradford       | 110.7                    | 122.8                    | +11.1          |  |
| Barnet                                | 47.0                     | 46.0                     | -2.1           |  | Calderdale     | 41.5                     | 42.8                     | +3.1           |  |
| Barnsley                              | 64.0                     | 65.6                     | +2.5           |  | Kirklees       | 88.6                     | 88.7                     | +0.1           |  |
| Barnley                               | 58.8                     | 56.7                     | -3.6           |  | Leeds          | 153.3                    | 164.1                    | +7.0           |  |
| Bassetlaw                             | 69.1                     | 68.5                     | -0.9           |  | Walsall        | 88.6                     | 88.1                     | -0.6           |  |
| Belfast                               | 64.6                     | 65.2                     | +0.9           |  |                |                          |                          |                |  |
| Belfast                               | 55.2                     | 57.3                     | +3.8           |  |                |                          |                          |                |  |
| Belfast                               | 49.8                     | 49.6                     | -0.4           |  |                |                          |                          |                |  |
| Belfast                               | 39.5                     | 39.3                     | -0.5           |  |                |                          |                          |                |  |
| Belfast                               | 31.1                     | 31.7                     | +1.9           |  |                |                          |                          |                |  |
| Belfast                               | 48.3                     | 48.0                     | -0.6           |  |                |                          |                          |                |  |
| Belfast                               | 43.8                     | 44.0                     | +0.5           |  |                |                          |                          |                |  |
| Belfast                               | 24.6                     | 24.9                     | +1.2           |  |                |                          |                          |                |  |
| Belfast                               | 32.3                     | 32.3                     | 0.0            |  |                |                          |                          |                |  |
| Belfast                               | 56.0                     | 57.8                     | +3.2           |  |                |                          |                          |                |  |
| Belfast                               | 44.6                     | 45.6                     | +2.2           |  |                |                          |                          |                |  |
| Belfast                               | 25.6                     | 25.8                     | +0.8           |  |                |                          |                          |                |  |
| Belfast                               | 33.1                     | 32.6                     | -1.5           |  |                |                          |                          |                |  |
| Belfast                               | 46.2                     | 46.6                     | +0.9           |  |                |                          |                          |                |  |
| Belfast                               | 51.7                     | 51.8                     | +0.2           |  |                |                          |                          |                |  |
| Belfast                               | 240.8                    | 246.9                    | +2.6           |  |                |                          |                          |                |  |
| Belfast                               | 62.2                     | 62.2                     | 0.0            |  |                |                          |                          |                |  |
| Belfast                               | 72.0                     | 74.8                     | +3.9           |  |                |                          |                          |                |  |
| Belfast                               | 48.6                     | 47.7                     | -1.7           |  |                |                          |                          |                |  |
| Belfast                               | 82.2                     | 85.9                     | +4.5           |  |                |                          |                          |                |  |
| Belfast                               | 64.6                     | 65.4                     | +1.2           |  |                |                          |                          |                |  |
| Belfast                               | 45.2                     | 45.1                     | -0.2           |  |                |                          |                          |                |  |
| Belfast                               | 116.5                    | 116.3                    | -0.2           |  |                |                          |                          |                |  |
| Belfast                               | 44.8                     | 45.0                     | +0.5           |  |                |                          |                          |                |  |
| Belfast                               | 64.5                     | 64.2                     | -0.5           |  |                |                          |                          |                |  |
| Belfast                               | 74.3                     | 74.5                     | +0.3           |  |                |                          |                          |                |  |
| Belfast                               | 59.6                     | 60.5                     | +1.2           |  |                |                          |                          |                |  |
| Belfast                               | 36.3                     | 36.3                     | 0.0            |  |                |                          |                          |                |  |
| Belfast                               | 108.5                    | 103.1                    | -5.0           |  |                |                          |                          |                |  |
| Belfast                               | 48.6                     | 50.0                     | +2.9           |  |                |                          |                          |                |  |
| Belfast                               | 48.3                     | 49.1                     | +1.7           |  |                |                          |                          |                |  |
| Belfast                               | 53.7                     | 53.8                     | +0.2           |  |                |                          |                          |                |  |
| Belfast                               | 61.7                     | 61.6                     | -0.2           |  |                |                          |                          |                |  |
| Belfast                               | 47.4                     | 48.3                     | +1.9           |  |                |                          |                          |                |  |
| Belfast                               | 46.3                     | 46.0                     | -0.6           |  |                |                          |                          |                |  |
| Belfast                               | 69.8                     | 66.6                     | -4.6           |  |                |                          |                          |                |  |
| Belfast                               | 46.6                     | 46.4                     | -0.4           |  |                |                          |                          |                |  |
| Belfast                               | 84.8                     | 85.6                     | +1.0           |  |                |                          |                          |                |  |
| Belfast                               | 57.6                     | 59.3                     | +2.9           |  |                |                          |                          |                |  |
| Belfast                               | 112.2                    | 114.5                    | +2.0           |  |                |                          |                          |                |  |

GRES for education and all other services are published by the Department of the Environment in its Technical Handbook of Grant Related Expenditure for 1982-84. Copies are available from the Local Government Finance Directorate, Department of the Environment, 2 Marsham Street, London SW1P 3BQ, or by telephone, from the DES Public Enquiries Unit: 01-212 3434.

## Public exams — main cause of Welsh under-achievement

by Biddy Passmore

The public examination system has been identified as one of the chief causes of under-achievement in Welsh secondary schools.

Speakers at a Schools Council conference felt that examinations not only distorted the curriculum but also that examination groups got more than their fair share of resources. And sorting pupils into examination and non-examination groups early in their secondary career was bound to lead to disaffection among the non-exam pupils which would show itself in absenteeism, disruptive behaviour and lack of motivation.

Moves towards graded tests and pupil profiles were given warm backing by the conference, which included representatives of all eight Welsh L.E.A.s. There were also impatient calls for a speedy decision on the 16-plus because it was felt that the current O level/CSE divide tended to depress the status of average and below average pupils.

The conference strongly endorsed the words of Dr Peter Mortimore, director of research for the Inner London Education Authority, that pupils needed to be "engaged" as soon as they arrived in secondary school and not "cooled out". He said it was essential to convey to all pupils that they were of equal value.

Many speakers expressed the view that mixed ability teaching was a vital part of this process. Any suggestion that under-achievement in the fourth and fifth years might be connected with mixed ability teaching - said to have been implied in a recent HMI report - was strongly refuted.

The conference felt that schools needed to develop a "whole school/whole curriculum" policy which should be coordinated by a senior member of staff such as the deputy

head. New subjects should be introduced into the curriculum, which was still too dominated by academic subjects.

Mr Malcolm Shrivley, chief adviser in Clwyd, described his authority's

On page 10 of last week's TES we printed an article on provision for the less able in Wales which gave the impression that it was a summary of the proceedings of a conference on under-achievement convened by the Schools Council committee for Wales. In fact, the material we covered was only one of the papers presented to the conference. We now print extracts from some of the others and the conference discussion.

strategy for combating under-achievement. All secondary schools but one had a mixed ability organization, he said, some even carrying it through to the fifth year. All pupils followed a common curriculum to the age of 16 by selecting options from a series of "option blocks" and all leavers - except Easter leavers - sat O levels or CSE or the 16-plus with a heavy reliance on Mode 3.

Last year, 90.5 per cent of fifth formers in Clwyd entered for public exams and 89.3 per cent got a certified result, with 60 per cent gaining one or more O level "passes" or their equivalent.

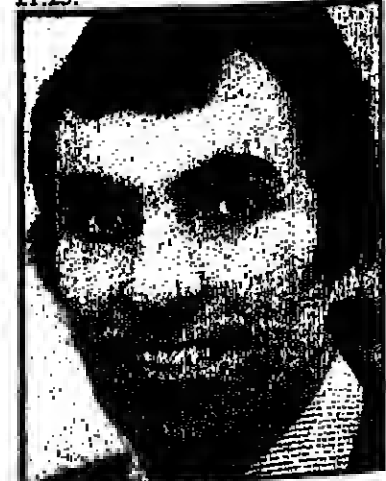
The county had also developed the "Clwyd 16-plus profile" for school-leavers, which was now on trial in four pilot schools, Mr Shrivley said.

The strategy was backed up by self-evaluation of schools and extensive in-service training of teachers. Pupils of below average ability would profit from following fewer

courses with clear, short-range objectives and more emphasis on application, the conference was told.

Mr Sam Adams, an HMI, said able children could cope well enough with eight or more separate courses but less able children could not. Schools should learn from the observation that many pupils who were frequently absent from school rarely missed their work or experience or link course sessions. This could be because they enjoyed better facilities and workshop equipment at further education colleges and got on better with their link course teachers, he suggested.

Disaffection in Secondary Schools in Wales, report of a conference at Dyffryn House Conference Centre, South Glamorgan, in December. Available from the Schools Council Committee for Wales at 129, Cathedral Road, Cardiff CF1 9SX, price £1.25.



Dr Peter Mortimore

## Left determined to win bigger voice

Left-wingers are planning a determined campaign to give them a bigger voice in the executive of the National Union of Teachers.

The Socialist Teachers' Alliance, which is now by far the biggest left-wing grouping at the conference, is planning to field at least 12 candidates in the elections. At present, it only has two members of the executive, Mr Bernard Regan, for inner London, and Mr Ken Jones for outer London.

There are bound to be major changes on the executive next year whatever the outcome of the elections. Up to eight of the sitting executive members - including executive president Mr Alf Budd - are retiring from office.

The presidential elections will also be crucial next year with Mr Bob Richardson, the ousted general secretary of the Inner London Teachers' Association, who is still an executive member for the area and chairman of the union's action committee, and Mr Gordon Green, the West Midlands executive member, already known to be contenders.

Union members must elect a junior and senior vice-president and



Don Winters... an outstanding address

the outcome of these elections will have interesting repercussions for the executive elections in Hampshire. The current executive member is Mrs Margaret Raff, who took on the job when her predecessor, Mr

Jack Chambers, won the presidential elections.

However, Mr Chambers has now completed his ex-presidential year and if Mrs Raff does not succeed in the presidential elections - which she is expected to contest, there will be room for only one of them to serve on the union's executive. Both are to the left of the existing union leadership.

Meanwhile, neither the existing leadership nor the left-wing can claim that last week's conference was a victory for their policies.

The left lost ground on the disarmament issue - with the challenge to the ruling by Mr Don Winters, this year's president, that it was out of order to discuss unilateral disarmament, being defeated.

However, they won an important victory on the issue of fixed-term contracts by pushing through an amendment committing the union to seek to phase out their use by August, 1984, except in exceptional circumstances.

The executive lost heavily on some issues, though. In particular, one of its memoranda, described by Mr Richardson as "one of the most

important ever to be brought to conference", and including a summary on the union's stand in opposing government policies towards education, was referred back by delegates who felt its recommendations lacked bite and that there was not enough time to discuss it.

In addition, executive calls for emergency debates on the Government's White Paper, *Teaching Quality*, and the union's own internal communications were turned down. Many delegates spoke of their annoyance at the amount of time the executive wanted to take up discussing its own memoranda.

The outstanding moments of the conference, according to most delegates, were the presidential address by Mr Winters, which earned him a standing ovation from the conference for the way he had outlined the union's and his own personal opposition to Government policies, and a hard-hitting speech by a Coventry delegate, Mr Will Reese, a member of the Socialist Teachers' Alliance, giving warning of the pitfalls of the Government's New Training and Vocational Education Initiative.

## L.e.a.s face pressure to eliminate sexism

Local education authorities should be urged to conduct surveys aimed at eliminating sex discrimination from the school curriculum, the conference decided.

Delegates gave overwhelming support for a motion urging the executive to press L.E.A.s to come up with recommendations as to how they could eliminate both direct and "hidden" sexism from the curriculum.

In addition, the union's executive has been told to come up with recommendations for next year's conference which will increase the number of women taking an active part in union work and call for positive discrimination to encourage women to become more involved.

Ms Barbara Tatten, from Birmingham, said: "I think we need to put our own house in order. There are few women on our national executive, and few women in offices at

regional or local level."

She added that the Assistant Masters' and Mistresses' Association had a better record on equal opportunities than the NUT "by historical accident". It insists on equal representation for both sexes.

Delegates threw out an amendment calling for maternity leave on full pay and with no qualifying six months after birth, with the safeguarding of the job within the L.E.A. for three years. This latter demand has been achieved by teachers in Nottinghamshire and was welcomed by delegates.

Mrs Daphne Holloway, from the executive, opposing this amendment, said it would double the present period of paid maternity leave.

Mrs Daphne Holloway, from the executive, opposing this amendment, said: "This amendment is seeking to go too far too fast and frankly it is divisive".

## Disarmament lobby unbowed

Supporters of unilateral disarmament will return to the NUT conference "next year or the year after" in a bid to secure the union's support for their policies, Ms Carol Regan, from East London, told the conference.

Ms Regan, speaking in favour of a motion urging the union to exert all efforts to change the armaments policy of the Government, said that by then more members would be opposed to the siting of nuclear arms in Britain.

Delegates went on to support the motion - throwing out an amendment from the union's executive which would have deleted this clause.

They went on to reject decisively a call to affiliate to the Campaign for Nuclear Disarmament after Mr Alf Budd, the past president of the union, said: "It would split the union from top to bottom".

## Cut in class size backed

Delegates gave overwhelming backing to the union's negotiators in seeking a national class size agreement which would mean the employment of 60,000 extra teachers.

Mr Malcolm Home, executive member for outer London, said the employers had said the claim would put between £5m and £10m on their salaries bill. However, they would be resuming negotiations on May 10.

Delegates rejected a motion calling for a stepping up of the union's policy on class sizes. A motion from Stoke-on-Trent sought to reduce the current policy of a maximum class size of 27, 18 in practical groups and 23 in classes containing children in their first year, to 25, 15 and 20 respectively, but it was heavily defeated.

## Democracy bid

Moves to make the union more democratic were agreed. Delegates approved a memorandum calling for annual elections to take place in schools to choose the school's NUT representative.

In addition, delegates agreed an amendment to the union's annual report which means that candidates for election to the NUT executive will in future have to provide some biographical material about themselves for their electorate.

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TTA



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## Biddy Passmore accompanies MPs on a trip across the Channel where they had a look at the French education system and gained fresh insights into the people

Not so much *Alice in Wonderland*, more *Through the Looking Glass*. Thus M. Maurice Niveau, overlord of education for the region of Lyons and convinced Anglophile, summed up the effect of the French education system on the innocent English visitor.

He was speaking at the start of a three-day visit to Lyons by members of the Commons Select Committee on Education who, with their adviser Martin Lightfoot, had come to find out how the French educate their teenagers.

His remark referred, of course, to the bewildering contrast between our decentralized system and the highly centralized French model. It may no longer be true that you can look at your watch and state with certainty which chapter in which book all French pupils will be studying; but the curriculum is still handed down on tablets of stone engraved by the Ministry of Education and teachers may not change the number of periods they allocate to each subject per week.

And teachers accept, with apparent resignation, direction of labour more reminiscent of the communist East than the free West. If the Ministry of Education's computer finds you a job in Lille, then to Lille you must go. It's all part of the ideal of equality: giving all pupils the same curriculum and their fair share of good teachers.

Not that centralization was the only feature of French education to bring the MPs up short. The cultural gap yawned wide on other issues too: over a question about corporal punishment, for instance, which made Niveau cry, hands flung up in horror, "It's over since the French Revolution!" and over one about education for leisure, which elicited a blank stare and a shrug. You don't teach the French how to amuse themselves.

### You don't teach the French how to amuse themselves

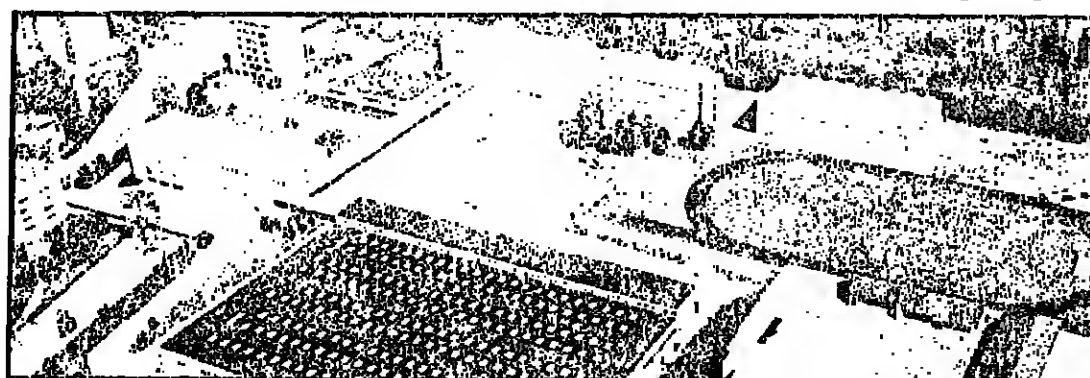
But the MPs also discovered common problems: a comprehensive reform that has not fulfilled high hopes; a private sector considered to be divisive (although mainly Catholic and heavily subsidized, more like our voluntary schools); a large minority of immigrant pupils, with language and employment problems; and, inevitably, growing youth unemployment.

And a common disease: acronyms. The notes on one session read: "You can go to a LEP to do a CAP or a BEP, like the start of a bizarre advertising slogan."

The Lyons area, where the MPs had chosen to start their trip, is one of the most economically dynamic parts of France, with the silicon chip moving in fast as older industries like steel and textiles decline. Unemployment, at about 7½ per cent, is below the French average. But it is higher in the Northern and Eastern suburbs, where heavy industry is dying, and the city has a large proportion of immigrants, predominantly North African. In the recent local elections, where immigration and law and order were central issues, the centre right swept the board there.

In educational circles, Lyons is famed for the quality of its *Recteur*, M. Niveau, who runs the whole of education from nursery schools to universities, for an area comparable to three English counties and known as the *Académie*. The *Recteur* is the Ministry of Education made local. He is, in theory at least, a simple official with no policy of his own; he goes to Paris to learn his lessons every three weeks or so. But M. Niveau is one of only four out of the country's 27 to keep his job when the Socialist Government came to power.

He had turned up, bright and dapper, at a quarter to nine on the Monday morning, to greet his travellers through the looking glass: the Labour chairman of the committee, Chris Price, with Labour col-



One of the technical lycées in Lyons

## The Lyons lesson

### Stark contrasts but the same problems

leagues Martin Flannery and John McWilliam, and Conservatives John Osborn, Harry Greenway and Tim Britton.

The red carpet had been rolled out. Every day included not only several visits to schools and colleges, with top officials on hand to explain what was going on, but also slap-up lunches and dinners amid all the gilded splendour France can offer and — a thoughtful touch by M. Niveau — *le tea-break*.

We sped off in three limousines, windows misted over by rain, through the endless grey suburbs of Lyons. Our first stop, the Collège Olivier de Serres in Meyzieu. Collèges are comprehensive schools catering for all 11 to 15-year-olds in an area. This one has 600 children from mixed backgrounds, mainly working class. Its buildings are low, made of concrete with the odd splash of garish colour typical of modern French institutions.

The first session is an attempt to explain the French schooling system. Once upon a time, as in England, French children were divided into sheep and goats at 11. Some went to the *lycée*, others stayed at elementary school. Then M. Fouchet, Minister of Education in the early '70s, decreed that children of all abilities should be taught in the same *collège* from the age of 11 — but in separate streams, with a break at 16. In 1977 his successor, M. Haby, decided that was perpetuating social divisions and all children should be taught together in the *collège unique*. So the whole of France went mixed ability — and now there are the familiar complaints that the weak are being neglected and the clever held back.

It is the turn of M. Alain Savary, just reconfirmed as President Mitterrand's Minister of Education, to introduce his reform. His proposals based on the Legrand report, are to introduce setting by ability, team teaching and a tutorial system like that found in many English comprehensive schools. Long faces from the teacher unions, who see the planned changes as a downgrading of their work. In France, the most highly qualified secondary staff teach only 15 hours a week, the next best qualified 18, the least qualified 21 hours — and then they can go home.

Olivier de Serres is one of the schools that is experimenting with the new approach. The staff hope it will help with their chief problem — in the words of Mme Berthier, the headmistress, "unmotivated kids". She thinks the spectre of unemployment may have slowed them down. But M. Niveau remembers that it was just the same in the 1960s, when there were too many jobs.

French children do not seem to register their disenchantment by playing truant. Mme Berthier and the officials shrug their shoulders when this familiar English topic is raised. "We had two girls not at school last week," she says finally, "but we knew immediately." French schools have a roll call every hour.

If somebody is missing and the parent hasn't sent a note, the head will write or phone straightaway to find out why.

The second time it happens, the regional inspector sends a formal warning. "It's beautifully printed, impressive and warns about the removal of the family allowance — that usually works . . ." They have ways of doing these things in France.

And, of course, the French system quietly filters off many of the potential troublemakers at the age of 14. Compulsory schooling may last until 16 but many have by then been removed to vocational schools — or pre-vocational classes within the *collège* — from which it is theoretically possible, but actually quite difficult, to cross the footbridge (*passerelle*) back to general education. Now we begin to see where the gleam in David Young's eye comes from . . .

In the Lyons *Académie* overall, only two-thirds of pupils are still following a general education in their third year of secondary schooling. Fifteen per cent have moved into a special class to prepare them for a three-year technical course which they take in a vocational school. It is called the CAP (*Certificat d'Aptitude Professionnelle*) and is roughly equivalent to our City and Guilds level.



Maurice Niveau . . . red carpet

Five per cent leave the *collège* altogether and go straight to a vocational school to start training for an apprenticeship. And 15 per cent repeat the year, most in the hope of being allowed to go into the general third form the following year — or simply to pass the time, as they cannot start an apprenticeship until they are 14.

At this stage, not surprisingly, pupils get a great deal of advice on what the various options mean for their careers. It is emphasized that pupils (and parents) cannot be forced out of the mainstream — where there is doubt, the pupil repeats the year, or the parents may

opt to remove their child to a private school. "We have many obstinate middle-class parents," Mme Berthier says.

She is matter-of-fact about the 5 per cent of pupils who leave after the second year. "They are failures," she says bluntly. "They're not interested any more. A third year of our teaching wouldn't suit them."

Such realism appeals to the Tory members of the committee. Labour members are not so sure.

Nearly all of the pupils still in a *collège* after four years will carry on in full-time education for at least a further two. More than half (58 per cent) go on to a *lycée* (senior high school) to take a three-year course leading to the baccalaureate. Just over a quarter leave to take a two-year technical diploma in a vocational school (called the BEP, *Brevet d'Enseignement Professionnel*, this has a higher theoretical content than the CAP).

Eleven per cent repeat the year and only 4 per cent drop out of education altogether.

Moving from *collège* to *lycée* at 16 requires good, all-round performance in the school-leaving certificate, formerly an exam but now a record of achievement compiled by the pupils' teachers. If the report is unfavourable, the parent can appeal and a committee may then demand an exam or look at a file of the pupil's work to decide the matter.

Moreover, there are *lycées* and *lycées*: general *lycées*, technical *lycées* "polyvalent" *lycées* (covering both general and technical subjects), all in a subtle hierarchy of prestige.

The *lycée* du Parc is indisputably at the top. It is a general high school that should, in theory, admit every pupil in its (affluent) catchment area capable of studying for an arts or science baccalaureate. But, in France, things are never quite so simple as that. For a start, there are more children wanting to go to the *lycée* du Parc than there are places for them; the school makes sure it gets the best. And then, catchment areas are funny things. A determined parent in a far-flung suburb may give the address of a conveniently-placed grandmother or aunt . . .

In fact, only 650 out of the school's 1,650 students are studying for their "boe". The rest are in "preparatory classes", the two years of extra tuition required to sit the entrance exam for France's most prestigious institutions of higher education: the *grandes écoles*. These include the Ecole Polytechnique and the Ecole Nationale d'Administration, curricula of the country's top engineers and administrators. A *grande école*, and not university, is the goal of every bright French child. Students come from all over the Lyons *Académie* to take these classes at the *lycée* du Parc.

We visit two more high schools, one of each kind. First, the *lycée* Lumière, a "polyvalent" high school in a working-class area. Here, we

unearth yet another of those curious hidden mechanisms of selection that, despite comprehensive reforms, seem to start sifting French children from about the age of three.

It's a question of the choice of baccalaureate. There are several kinds — concentrating on language and literature, economic and social sciences, maths and science, and technical subjects. But, over the last 20 years, the royal road to success has been "bac C" — maths and physics. So much so that even students who would prefer to take arts subjects, and are better at them, still opt for the more highly regarded maths and science option.

In art-hound Britain this would make Mrs Thatcher jump for joy. But the French Government is worried about "the imperialism of mathematics", and is trying to loosen its stranglehold on the curriculum by, for instance, introducing a more general first year in the *lycées*.

Finally, the *lycée* Branly, Lyons' top technical high school and a vocational school on a single site (it turns out to be possible, but difficult, to cross the metaphorical footbridge from one to the other). We are taken through the bewildering series of options in technical education by a beautiful girl who speaks flawless English and has the highest level of qualification, the *agrégation*. What an earth is she doing in a technical *lycée*? Ah yes, that computer in the Ministry of Education . . .

The place is huge: 7,000 square metres of workshops for which the equipment has been purchased centrally by the ministry. We are told later that one quarter of the machine tools in France are owned by the ministry and it seems as though most of them must be here. But are they all up to date? And does the equipment match local

### 'We have many obstinate middle-class parents'

needs? John McWilliam, a farmer telephone engineer, discovers that much of the work being done on telephones is no longer relevant.

Trying to keep the technical equipment in France's schools and colleges up to date is a heavy financial burden. The Government decided last year to spend more than £40m a year for three years on new equipment but officials say they already know it isn't enough. Now they are trying to think up ways of using more equipment belonging to industry.

The *lycée* Branly has more than 1,200 students, of whom about 450 are on lower level technical courses and 800 studying for the baccalaureate or a technical course just below that level. (Only about 30 are girls.) There is fierce competition to get in and students come from all over the *Académie*; nearly 300 board in nearby hostels. The school provides preparatory classes for the *grandes écoles* but there are only 24 places.

That small number reflects the relative prestige of technical and general high schools. It is generally acknowledged that technical high schools do not get the brightest students, who will normally want to specialize in pure maths and science. "Ninety per cent of the most brilliant students stay in the general *lycée*", M. Trabold, the principal, admits. Even in a country that worships engineers, it seems the abstract is still preferred to the practical.

On to Paris, and the heady realms of policy-making. But before we go, Chris Price asks the inevitable question about whether Britain, too, should introduce a national break at 16. M. Niveau's answer is positively British in its pragmatism. If the headmasters and headmistresses are good, go ahead, he says. Otherwise not.

At the Ministry of Education, in the heart of the chic seventh *arrondissement*, M. Louis Mallet, the man

Continued on next page

## More method in Mitterrand's vocational madness

in M Savary's "cabinet" responsible for technical and vocational education, answers questions about the Government's training policy. He explains that responsibility for coordinating policy now rests with a new ministry, the Ministry of Vocational Training (Ministère de la Formation Professionnelle), set up by President Mitterrand. But the new ministry has no machinery for putting on its own courses. It consists only of a "cabinet" and a few small regional offices to which funds are gradually being devolved. Much of its £1,000m budget is actually channelled through the education service.

We are given rough national figures showing just how high is the proportion of young people staying on in full-time education or training. In all, approaching 1.2m out of France's 1.6m 16 and 17-year-olds are still at a vocational school or high school. A further 240,000 are in apprenticeships and at least 60,000 have jobs. That leaves only about 100,000 to be accommodated on their 16 to 18 programme, the French equivalent of our Youth Opportunities Programme — which started last September.

Moreover, M. Mitterrand's Government has just passed legislation making it impossible to be unemployed below the age of 18. (The minimum school leaving age has stayed at 16, however, because raising it would conflict with apprenticeships and because it was thought unproductive to force everybody into the same schooling system.)

Not that unemployed 16 and 17-year-olds stood much chance of getting unemployment benefit anyway. In France, entitlement to benefit is linked to your level of training and previous work experience. If you have no training and have never worked, you are almost automatically disqualified — but M. Mallet assured the MPs such cases were very rare.

Still, even without the complication of social security benefits, France's 16 and 17-year-olds may receive almost as big a variety of payments as Britain's. Young people can, for example, get means-tested grants if they are still at school, or a flat-rate allowance if they are a youth trainee; or, if they are an apprentice, a proportion of the national minimum wage rising over two years from 15 to 45 per cent; or so ordinary wage.

But there is more method in France's madness. A large proportion of the students at France's vocational schools get monthly grants of 500 francs (about £50) — and that is also the starting level of the youth trainee allowances. The French Government consciously made them roughly the same to avoid the exodus from education so much feared in Britain.

After an excellent lunch with M. Haby: children taught together

After an excellent lunch with M. Haby: children taught together

After an excellent lunch with M. Haby: children taught together

After an excellent lunch with M. Haby: children taught together

Savory, the MPs set off in a mini-bus for a youth centre in Belleville, a working class quarter in north-east Paris. They are to see one of the new 16 to 18 courses for themselves.

They discover that the aim of this course (called an "insertion course") is not to give young people a skill but to change their attitude so that they can fit into society — and on to a conventional training course.

"They all arrive as failures," one of the staff says. "We help them to find themselves again. Only then can we help them vocationally."

### 'Firms are there to produce, not to train'

Core subjects on the course are French — including, at the young people's request, dictation — maths, geography, video and health education. There are other options, including photography, as well as out-of-school activities, and the trainees produce and sell their own newspaper.

Like their British counterparts, the young people stress what a welcome change their clothes make from school, especially the informal relationships with staff. Their job placements seem to vary in quality. Some enjoy their work and are given responsibility; others complain they are given the routine jobs, such as folding up and putting away rather than selling.

The eight-month course is built on "alternance", that is, alternating months of on and off-the-job training. If a placement does not work, the staff find them another for their next month. All placements have to



'A Skill to Succeed' . . . Technical training in the French vocational programme.

be found on the spot by staff. Each one involves an average of 20 phone calls, they complain.

The reason for this apparently inefficient way of doing things is explained the next day by M. Dominique Schalehi, the leather-jacketed official in charge of the programme at the Ministry of Vocational Training. It is very important for staff to be forced to get in touch with employers, he says.

France's 16 to 18 programme, which is called "A Skill to Succeed", has to cater for young people of quite different levels of education and motivation. M. Schalehi emphasizes. Some may need only a short training, others much longer (training after their "insertion course").

By the beginning of March, about 141,000 young people had registered for the programme at local centres. Of these, 26,000 will have a qualification of about City and Guilds level (the CAP) in six months' time; 34,000 to 35,000 are still on "insertion courses"; if 60-70 per cent of those go on to a course leading to a

qualification, that will be considered a success.

Insertion courses can last for as long as the trainee needs. A system of "continuous entry and exit" operates, so that those who are doing well after three months can go straight on to a qualification course, but the slower ones can stay for 10 months. Staff can adapt courses freely to meet the needs of their students — and of local industry — although "alternance" is a fixed element.

M. Schalehi dismisses the notion that employers should organize the training programmes themselves, as the Manpower Service Commission wants British employers to do. "Firms can play their part but it would be dangerous to give them the leadership," he says. "Firms are there to produce, not to train."

Indeed, the attitude of France's Ministry of Vocational Education turns out to be a long way from that of the MSC, especially where the education service is concerned. It sees its special measures as temporary, the lessons from which — especially the value of "alternance" — should be incorporated into the educational mainstream.

"Now more than 100,000 young people leave school each year without any qualifications," M. Schalehi says. "If in five years there are only 20-30,000, we wouldn't need this programme any more."

"There are two ways of seeing it," he continues. "The bad way is to say: 'The teachers have failed, we'll pick them up off the streets and show you'. The good way is to say that the national education system is an enormous machine and you can't change it by pushing a button; the 16 to 18 programme is a less heavy machine so we can try out more innovative methods and use it as a sort of laboratory. But it is a laboratory in which people from the national education service are working. We are not here to teach the education service a lesson."

How different, how very different, from the views of our own dear David Young . . .

## Announcements

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## OVERSEAS

# Unions wary of Tennessee incentive offer

The readiness of a newly-elected Republican governor in Tennessee to pump millions of dollars of extra money into his state's schools has posed an awkward dilemma for America's teacher unions.

Governor Lamar Alexander is prepared to stump up an additional \$200m (£133m) a year for education in Tennessee and wants to use the bulk of it to raise the pay of teachers, an objective which both the American Federation of Teachers and the National Education Association heartily endorse.

But the governor wants to give the pay boost only to teachers who can prove their value in the classroom, and the unions are naturally unhappy about a plan which they fear will divide the profession and demoralize those who fail to qualify for the bigger salaries.

The problem for the unions is that the governor appears to have accepted an argument the unions have themselves been making for years: that the bad performance of many schools is a result of the low salaries paid to teachers.

Average starting salaries for teachers in the United States are around \$11,000, and the maximum earned at the end of a career in the classroom is around \$25,000, well below the rewards available in comparable skilled professions.

Governor Alexander is proposing to hold out the promise of genuinely competitive salaries, reaching up to \$30,000 or even \$40,000, to teachers who distinguish themselves. But to qualify for Tennessee's super-salaries good teachers will have to climb an elaborate four-stage career ladder and become "master teachers".

The notion of the master teacher has been gaining popularity in the United States since the Education Secretary, Mr Terrell Bell floated the idea last January. Mr Bell com-

plained that without an élite cadre of highly-paid teachers the profession would be unable to attract qualified and ambitious people into the classroom.

Governor Alexander is the first governor to come up with a detailed legislative proposal modelled on the lines sketched by the Education Secretary. Under the proposal, new entrants to teaching would face a series of evaluations by senior teachers as they progress through their careers, with only a small proportion reaching master teacher status and earning the high pay that would go with it.

The structure proposed in Tennessee would have new teachers spending several years as apprentices even after they had obtained their teacher training degrees and passed the National Teachers' Test. They would be formally assessed before acquiring "professional teacher" status and those failing to make the grade would have to leave teaching.

Teachers granted professional status would be allowed to stay at that level if they wished. But the ambitious would be able, if they showed themselves to be "successful classroom practitioners capable of assuming additional responsibilities," to apply for senior teacher status.

Five years later, senior teachers would be allowed to apply to become master teachers and earn considerably more while spending most of their time in the classroom.

An enthusiastic campaign by Governor Alexander has persuaded many groups in Tennessee that the new career structure and the higher levels of pay available for outstanding teachers would make teaching a much more attractive prospect and help to enhance the quality of public education in the state. The Tennessee Education Association, howev-

## UNITED STATES

**Peter David on why teachers are worried about a bonanza pay offer**

er, appears determined to kill the plan.

The union has a number of specific objections to the governor's Bill, claiming, for example, that it is too hard on new teachers who fail to qualify for professional status. But the underlying reason for opposition appears to be a feeling that a plan which will reward only the very best teachers is less attractive than one which seeks to improve the general level of the teaching force.

A rival scheme drafted by the union proposes an across-the-board pay rise of 10 per cent for all teachers with three years' experience. Governor Alexander is unlikely to agree to such a proposal, but has indicated that he would accept some modifications to his own plan, like increasing the proportion of staff becoming senior or master teachers in return for a slight reduction in the salary bonuses.

The negotiations in Tennessee are being monitored carefully by the national teacher unions, which recognize that many states are enthusiastic about the idea of incentive pay schemes for talented teachers.

While teachers' unions at the national level accept that merit pay schemes do at least hold out the promise of extra pay for some staff, their leaders are drawing attention to two major problems. The first, and potentially most perplexing, is whether it is possible to identify accurately which teachers perform specially well in the classroom.



Albert Shanker 'not the meritorious being rewarded'.

Mr Albert Shanker, president of the American Federation of Teachers, said in a recent interview that there would be nothing wrong in a scheme that rewarded merit on some measurable and commonly accepted basis. But he added: "Whenever this has been tried, the majority of teachers become demoralized because they feel it was not the meritorious person who was being rewarded."

Under the Tennessee plan, the evaluation of teachers would become the responsibility of newly-formed panels of master teachers from other districts, reporting to regional certification commissions containing teachers, heads, university representatives and laymen.

The second criticism put forward by the unions is that merit schemes are bound to be divisive. In his weekly *New York Times* column last week, Mr Shanker said the education world should drop the idea of merit pay like a hot potato and look for schemes which "develop people

rather than merely evaluating them", and which do not turn colleagues into competitors and enemies.

The controversy generated by Governor Alexander's proposals may result in the teacher unions achieving big modifications in the plan or defeating it entirely. But there seems little doubt that the day of merit pay for teachers, and even of master teachers has already come. In less publicized schemes throughout the country, school boards are introducing pay incentives designed to retain their best teachers.

A report by the Southern Regional Education Board earlier this year said that while merit schemes had often been abandoned in the past because of the threat to teacher morale and working relations, "the recognition today that some way must be found to attract and hold talented teachers in public schools has given new impetus for state and local school boards to attempt to establish workable variable pay plans."

The Charlotte-Mecklenburg School District in North Carolina is embarking on a plan to create a new level of "career teacher", a status that would be awarded after several steps, including a professional internship outside the classroom. Career teachers would be able to enjoy lifetime earnings equivalent to middle managers in industry.

In Toledo, Ohio, a programme in its second year has created a group of master teachers. Most have at least 15 years' teaching experience and are selected jointly by the teachers' union and the director of the school system. They are given a \$1,000 bonus and relieved of regular duties to enable them to work with new teachers in their first year on the job.

qualified staff plus technical engineers and, more recently, graduates.

From 1970 to 1980 the official staff teachers increased from 3,000 to 23,000 but during the same decade the number of temporary, contracted recruits increased sixfold.

Not least of the many technical school problems is that the students are for the most part unmotivated and often considered unsuccessful refugees from academia. Their educational basis is poor, nearly two thirds having failed their basic education certificate at 15.

The low social prestige of the system is held responsible for what has come to be known as the inverted pyramid in Spanish education. Currently 320,000 teenagers are enrolled in technical education - only 35 per cent of middle school population - against the more than 64 per cent who pursue academic *bachillerato* studies.

The final straw is that the training centres do not fulfil their mission in supplying industry with trained manpower. With the exception of draughtsmen, employers set little store by technical qualifications awarded by the schools, and large companies often run their own apprentice programmes.

Complaints of high absenteeism among teachers who are moonlighting, and weird timetables, are consistently voiced. Control and inspection officially exist but are rarely implemented. Many of the centres are fitted with outmoded machinery and training criteria are out of touch with the contemporary industrial scene.

Well-intentioned attempts by previous governments have been made to upgrade technical training and annual budgets have been boosted, but nothing has made it socially acceptable. One stumbling-block to reform is considered to be the old guard of training staff who are well entrenched, despite the addition of well-qualified teachers in recent years. Another is the growing aversion to manual work of any kind in a developed society.

## OVERSEAS

# Grammars come out fighting

## WEST GERMANY

**Paul Bandalow on the threat facing a traditionally élite sector of education**

level of about 750,000 - a decline which has yet to bottom out.

The grammar and intermediate schools, which are the handmaids of the tripartite system leading to the equivalents of O and A level qualifications, are particularly affected by falling numbers, since they were the arena of greatest expansion in the 1970s.

This was not only due to the baby-boom years reaching secondary education, but also to a trend in education policy aimed at opening up the path to higher education.

An indication of the present overcapacity of these schools was given recently by Professor Hans Glinert Rolf of Dortmund University, who said that in terms of space, staff and equipment, the *Gymnasien* and *Realschulen* in North Rhine-Westphalia could take in 80 per cent of primary school leavers.

In certain conservative-governed regional provinces, efforts are now being made to reverse the trend of the past decade by encouraging more primary school leavers to choose the *Hauptschule*, the secondary modern, instead of the *Gymnasium* or *Realschule*.

With stiff grades dependent on pupil numbers, a declining school roll threatens teachers' promotion chances and in some cases the existence of the school itself.

In the past 10 years, the number of pupils entering West German grammar and intermediate schools, the *Realschulen*, has dropped by more than a quarter to this year's

As pupil numbers continue to decline, West Germany's grammar schools, the *Gymnasien*, are feeling the pinch, and some of them are resorting to unconventional methods of boosting the school roll.

"Our school is best", claims an advertisement for a *Gymnasium* in a Hamburg newspaper and local parents are mounting an information stand on market days to publicize the school. In Düsseldorf, parents have been holding coffee evenings to canvass for new pupils.

Until recently, some grammar school teachers in Bavaria were offering hooks as rewards to pupils who recruited younger friends or relatives to join the minimum intake - a practice since banned by the regional education authority.

Other authorities are increasingly concerned at what was recently described by the education ministry in Baden-Württemberg as the "pupil pinching" techniques of certain grammar schools faced with the falling birth-rate and official policies to restrict the growth of the academic sector.

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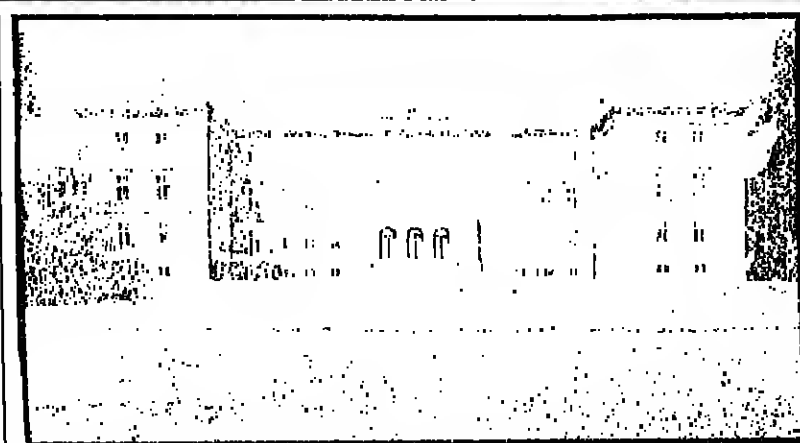
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One of Denmark's leading independent schools, - Soroe Academy, situated in an idyllic lakeside setting 40 miles west of Copenhagen - is to admit girl boarders for the first time next August.

Soroe, the last of Denmark's eight state-aided boarding schools to open its doors for girls boarders, plans an initial intake of up to 20 girls. There are 136 boy boarders among the 490 pupils at the academy. Girl day pupils have been attending Soroe about 80 years.

# Family support seen as key policy move

## AUSTRALIA

The new Federal Minister for Education, Senator Susan Ryan, plans to introduce an improved system of support for families who cannot afford to keep their teenage children at school.

According to Senator Ryan, improvement in Australia's rate of participation in education is crucial to the reconstruction of the economy. More than half of Australia's 15 to 19-year-olds are not involved in educational training and most of them are on the dole - one of the lowest participation rates of any Western country.

Work has begun on the proposal to increase support for families but Senator Ryan says its complexity means it is unlikely to be included in Labor's first Budget in August. The new administration also plans to revise the Curriculum Development Centre which was introduced by the Whitlam government but phased out by the Fraser government.

The centre will formulate new courses for schools and the technical education sector, aimed at attracting young people back to school, and if that is not achievable, into further training.

Senator Ryan envisages many of the courses will be non-academic and that some will involve on-the-job trade and school training.

The revamped curriculum development centre will also play a

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# Black quota plan alarms universities

## SOUTH AFRICA

Campus administrators have condemned government proposals to shift onto them the onus of limiting black admissions to white universities. John Kane-Berman examines the issue.

Yet another clash is brewing between the English-language universities and the Government over the admission of black students.

The Government wants to replace the present procedure, which is that blacks may be admitted to white universities only by special individual permit, with a system of racial quotas which the universities themselves will have to administer.

The quota proposal was raised by the Minister of National Education, Dr Gerrie Viljoen, at a meeting of the Committee of University Principals last year. Appropriate legislation was tabled in Parliament as it adjourned this week for the Easter recess, however, all four of the white English-language universities have already expressed their opposition.

Conflict between them and the Government over this issue dates back to the 1950s. Until a statute with the curious title of "Extension of University Education Act" was finally enacted in 1959 (in spite of vehement opposition from the English-language campuses) South African universities were free to admit students of all races. Two, the Universities of the Witwatersrand (Wits) and Cape Town (UCT), practised a policy of racial openness - becoming generally known, through their fight against the 1959 act, as the "open universities". About 10 per cent of the students at UCT at that time were black.

The 1959 Act did two things to further the ruling National Party's

policy of apartheid in education. It empowered the Government to set up university colleges for Africans in the so-called homelands and it provided that from 1960 no other university could admit blacks without the written consent of the minister. When permits were granted, they were generally for courses (engineering, for example) not available on the black campuses.

As a consequence of the Act, the proportion of blacks at the open universities shrank during the 1960s. At UCT, for example, African Asian, and so-called "Coloured" enrolment dropped from 10 to 5 per cent.

The quota system will apparently operate under regulations that the new legislation will empower the minister to make. According to the Vice-Chancellor of Rhodes University, Dr Derek Henderson, there will be no racial restrictions on the admission of postgraduate students.

But one university administrator lists three questions that have yet to be answered.

● Will the minister lay the quotas down unilaterally or will he consult the universities as to what they should be?

● Will there be a blanket quota for all blacks or separate quotas for Africans, Asians, and "Coloured" students?

● Will quotas vary by faculty - say, 20 per cent blacks permissible in engineering but only 3 per cent in arts degrees?

Permits have all along been more readily granted for postgraduates than for undergraduates. It has also been easier for Asian and "Coloured" students to obtain permits than it has for Africans.

All four of the white English-language universities have rejected the idea of quotas. Wits noted in an official statement that a system whereby students could enter the



university without ministerial permission but within the limits of a quota might be said to be an improvement in that it widened the university's autonomy and decreased the administrative work involved.

The statement then added: "But it is now the university that is asked to apply and use racial criteria for entry. The university is opposed to (using) racial quotas because it would not wish to turn away students who merit admission because some non-academically-grounded quota is full."

Though this made the opposition of the Wits governing council clear, some members of the university's senate criticized the statement for adding that the university would "accept this procedure under protest and in the hope that the quota set for it will be large enough to allow it to pursue its policy of admission on merit and promise." They said this part of the statement was "defeatist".

Dr James Moulder, special assistant vice-chancellor of UCT, added that even if the quotas allowed 80 per cent of students to be black, they would still be "totally abhorrent and unacceptable".

# Overhaul of industrial training due

## SPAIN

**James Connell reports on the uphill struggle for social acceptability faced by technical education.**

Innumerable reports on the deficiencies of technical education indicate that a major overhaul of Spain's provision in this area is imminent.

The technical training centres, the only official alternative available to drop-outs from the rigorous *bachillerato*, have been filling up in recent years as the pass rates drop in secondary institutes. Pressure on the universities is lessening as the less academically orientated students are being put under scrutiny. Critics complain that despite Spain's status as a middleweight industrial power there has been no serious policy of industrial training. The centres were originally established as local apprentice schools for basic trade, and centralized until 1955 when some attempts were made to rationalize courses and specify minimum qualifications for staff.

Although they were given a major role under the 1970 Education Act, the first open examinations for teachers were not convened until 1979. Before then salaries were absurdly low and technical teaching was considered at best a part-time occupation. Although salaries have been on a par with those of secondary teachers since 1970, the conditions of the economic boom years made it impossible to attract qualified technicians as teachers and the centres were reduced to contracting almost anyone to give classes. The result is a hotch-potch of the original scarcely-

qualified staff plus technical engineers and, more recently, graduates.

From 1970 to 1980 the official staff teachers increased from 3,000 to 23,000 but during the same decade the number of temporary, contracted recruits increased sixfold.

Not least of the many technical school problems is that the students are for the most part unmotivated and often considered unsuccessful refugees from academia. Their educational basis is poor, nearly two thirds having failed their basic education certificate at 15.

The low social prestige of the system is held responsible for what has come to be known as the inverted pyramid in Spanish education. Currently 320,000 teenagers are enrolled in technical education - only 35 per cent of middle school population - against the more than 64 per cent who pursue academic *bachillerato* studies.

The final straw is that the training centres do not fulfil their mission in supplying industry with trained manpower. With the exception of draughtsmen, employers set little store by technical qualifications awarded by the schools, and large companies often run their own apprentice programmes.

Complaints of high absenteeism among teachers who are moonlighting, and weird timetables, are consistently voiced. Control and inspection officially exist but are rarely implemented. Many of the centres are fitted with outmoded machinery and training criteria are out of touch with the contemporary industrial scene.

Well-intentioned attempts by previous governments have been made to upgrade technical training and annual budgets have been boosted, but nothing has made it socially acceptable. One stumbling-block to reform is considered to be the old guard of training staff who are well entrenched, despite the addition of well-qualified teachers in recent years. Another is the growing aversion to manual work of any kind in a developed society.

# Drive under way to stamp out influence of Church

**A correspondent looks at a major assault of martial law**

## POLAND

Martial law in Poland has led to a major drive to eradicate all religious influences from Polish education, according to a report on human rights in Poland compiled by underground Solidarity and delivered last month to the Helsinki Review Conference in Madrid.

The report, which contains more than 400 pages and includes official documents and eye-witness accounts, covers the whole range of civil and human rights, but pays particular attention to sectors such as education, where pressure has been most intense.

During the 16 months of the Solidarity era Polish schools were allowed to discuss previously-taboo subjects such as the role of Christianity in Polish history. Now, according to sources cited by the report all such discussion has been stamped out.

Teachers were politically vetted last year. One local official in charge of this so-called "verification" programme said it was essential for "the total atheization of education and upbringing planned for this school year, 1982-83".

The report makes it clear that the drive against religion is part of an all-out attempt to obliterate alternative forms of education which are tacitly opposed to the party structure.

This policy has not gone unopposed however. An underground "national education council" set up last July has issued an appeal to teachers to continue their prime duty of instructing their pupils in national traditions and cultures - even if this means doing it outside the classroom.



Polish protests: some young people turn to rebel Western fashion, others to religious and political demonstrations

Schoolchildren have devised their own forms of protest. In particular they have a "silent break" to mark the 13th day of each month - a day martial law was declared - and other significant dates associated with Solidarity.

But even such passive resistance is heavily penalized. One 17-year-old pupil in Torun received a six-month sentence for distributing leaflets advocating silent breaks. School pupils have also figured prominently in protest marches

against martial law, and three who died as a result of police intervention are named in the report.

Those listed as beaten up or injured include a group of under-14s from Plock who wore Wales-style badges of the Madonna and a seven-year-old boy in Nowa Huta who was injured in the kidneys by an explosive shell used to disperse demonstrators.

Older pupils have been suspended from school, and as a result have been unable to take their school-leaving certificates.

A resolution from the Polish Council of State, introduced last September, said the penalty for all students and schoolchildren convicted of taking part in demonstrations should be mandatory expulsion.



## LETTERS

## Scientific ethics and the fifth form



Lead pollution: too complex a subject for 16-plus physics?

Sir - May I write to express support for Sir Keith Joseph on the dispute about the desirability of questions on the social aspects of science being included in the 16-plus physics papers?

I think I must have had as much experience of this type of problem in the real world as any of your readers. I hold an honours degree and a research degree in physics. I have served for 15 years on the council of a highly industrialized area, and have also been, for two years, vice-chairman of the committee of the Association of County Councils which deals with consumer and environmental protection questions on behalf of all the shire counties. I can easily recall the details of more than a dozen real life problems concerning the protection of the community from the side-effects of industry and technology.

These questions are in general much too hard for fifth-form students to deal with intelligently. The scientific problems rarely involve one science only, and are often really difficult: for example the question whether the relationship between

lead level in the blood and the depression of intelligence is or is not linear. The moral and political questions are also far from elementary: would we be acting rightly in protecting a salt marsh used by migratory birds if this meant that a large industrial development might be lost to an area with more than 20 per cent unemployment? If 60 per cent of the electorate in an area, as well as nearly all the experts, believe that foundation is a harmless way of protecting children's teeth, are the politicians morally entitled to enforce it on the remaining 40 per cent of the population, a minority of whom may be passionately, if wrongly, convinced that any fluoride in the water is a slow poison?

These questions of political ethics are more suited to an undergraduate course in philosophy and politics than in 16-plus physics course. Moreover, a substantial number of candidates will come from homes where strong but unbalanced views on this kind of question are almost taken for granted. Is it really fair to ask a fifth-former, perhaps a boy of

limited literary skill who is working to the best of his ability to obtain grades in maths and physics good enough to qualify as a trained craftsman, to distance himself from the views on these questions he has heard at home, and to produce a genuinely balanced essay? What is likely to happen in practice is that this kind of candidate will be warned to avoid the social questions, while the good literary candidate with poor maths and a superficial knowledge of physics will be groomed to pick up easy marks by turning out the type of essay that his teacher has learnt by experience the examiners will like.

If this subject should be tackled at all at the fifth form level, I believe it would be better to teach it as part of general studies, and to examine it, if at all, as part of a science option paper in a 16-plus exam on government and politics.

PETER C PRICE  
28 Birkdale Road  
Hartburn  
Stockton-on-Tees  
Cleveland

## Teaching council

Sir - Your welcome leader to unity in the teaching profession perhaps missed one point. Historically the unions and associations have always had two roles which often come into conflict: they try to better the lot of teachers generally and to represent individuals who may need their help and a "professional" role in which they actually advise or act on behalf of their pupils as well.

The large number of teacher unions reflects the diversity of opinion which must exist among a group of people some 400,000 strong and the likelihood of consensus especially on their protective functions is small. As far as their professional role is concerned, however, there is perhaps more scope for agreement, which is why "the more effective voice" (that teachers need should be a General Teaching Council).

Such a council, however, would not be a "mega-union" indeed salaries, conditions of service, pensions and welfare would remain matters for negotiation between the present teachers' organizations and employers and would be entirely outside its competence. It would be established by statute and devoted to it would be responsibility for the quality of teacher training, the probationary period, teacher discipline and advice on teacher supply. The powers implied by such responsibilities are great and governments of whatever party will think more than twice about letting them out of their hands.

It is no secret that the present Secretary of State has doubts about the wisdom of allowing teachers to manage their own profession. Will a General Teaching Council, he no doubt wonders, really act to prevent incompetence in the classroom or will it result in cosy protectionism?

The NASUWT, AMMA, NAHT, PAT and SLIA have all during the last year or so reaffirmed their belief that the creation of a GTC will improve the quality of teachers, and recently the NUT has called for an urgent meeting of all union leaders to discuss the matter once again. Let us hope that this is a move which will enable teachers to progress at last to real professional autonomy.

ROBERT DALCHIN  
College of Preceptors  
London WC1

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ROBERT DALCHIN  
College of Preceptors  
London WC1

## 17-plus dilemma

Sir - For some years, this college has been trying to dissuade full-time students from taking G level courses at 16-plus leading to examinations at 17-plus. It is well known that the results of such action at 17-plus are poor but many parents and, therefore, their offspring, attach almost magical qualities to GCE. We have argued, as have many others, that it is better to take one of the alternative courses offered by the further education sector such as BEC, General, City and Guilds, or RSA.

In the light of your front page news (April 11) that those at 17-plus who have taken a vocational course are likely to be denied a place on the YTS and that the MSC "has persuaded many employers to fill all their vacancies for school-leavers through the YTS", I am left in considerable confusion.

It is too late to change the advice we gave last summer, as a result of which some of our students may well have made a most unfortunate choice. But what should we advise students to do next year? Should we now recommend GCE results? If we do, we could have to re-plan our provision for September in a way which may have serious implications for staffing.

And what will become of the new 17-plus examination? A poor response in 1983/84 could have grave implications for its future.

FRANK ANSELL  
Principal  
South Tyneside College  
of Further Education  
Altricham

be very carefully developed, but there is a world of difference between "balance" and "ignorance." "Science in Society" and "SICSON" are paving the way towards a genuinely educational science curriculum. The Education Secretary seems to be swimming against the tide of professional thinking on this matter. Please think again, Sir Keith.

EDWARD PLAYFAIR  
5 Wetherby Gardens  
London SW5



Please sir, I'd like to request some computer time.

## Computer cisterns

Sir - Once again *The TES* (April 1) has completely misrepresented the position of the Inner London Education Authority in relation to the use of new technology in schools. As is widely known, one of the most fruitful uses of microcomputers is in automatic control of machinery and not for the first time ILEA has pioneered educational progress by using minis for automating the operation of lavatory cisterns in its 790 primary schools. This presumably is the origin of your garbled report. Nor is it any surprise that the Government wishes to hijack the credit for this development.

I have it on good authority that retrospective legislation is to be introduced to enable the Microelectronics Education Programme to acquire all patents and copyright stemming from these and similar projects.

Be that as it may, it is remarkable how highly motivated children are in wishing to use these new devices. Most schools report no diminution of interest even after the novelty has worn off. The pilot projects in 21 schools, some of which were junior or infant, were not without incident or accident and have led to the development of a new shower/cistern unit (patent number 1,484) which ILEA Learning Materials Service will be selling at cost to other local education authorities.

D M ESTERSON  
Staff inspector,  
computing  
ILEA

## Quality control

Sir - There has been a great deal of talk recently suggesting that teachers should be subject to a continuing process of scrutiny in order to preserve the quality of our educational provision. In furtherance of this view, reports of HMI's concerning the conduct of our schools are now becoming available.

I write to support this practice and to add the belief that everyone in public service should be exposed to the same system. We do it with governments - if we don't like them, we throw them out and choose another.

On grounds of common sense and simple justice, however, it seems that the same principle should not apply to - *inter alia* - medicine, law, nursing, town clerks, the corporation bus service or any other area of public endeavour.

DAVID NORRIS  
Senior Lecturer  
Dorset Institute of Higher Education  
Poole

## Useful text

Sir - The review of *An Introduction to Microcomputers in Teaching* (*TES*, March 11), I find rather misleading. The book contains programs for simple illustration and useful case studies, demonstrating how good software can complement different teaching styles. The publication is intended to be a practical guide to the use of computers in a classroom. A teacher may, therefore, need to spend some weeks experimenting with the material in order to appreciate its true worth.

The structure of the chapters, allowing one to browse easily, makes it a useful text for teachers and program designers. Bearing in mind the "dearth of literature on the applications of microcomputers in education" let's have more from authors like Nash and Ball.

DAVID WOOLDRIDGE  
3 Wavendon Road -  
Salford  
Bucks

## No neutrality

Sir - Not content with tightening central government's grip on education spending, Sir Keith Joseph is now seeking to stamp his own personal prejudices indelibly onto the science curriculum (*TES*, March 18).

One of the reasons I am joining the teaching profession after a science degree is that I firmly believe that school science should be helping to develop young people's critical

and problem-solving faculties. This requires science courses which seek to reflect the often conflicting demands made by society of its pre-emptive scientists, and to stimulate the kind of discussion, weighing-up of complex issues and decision-making which is expected of adult citizens in a modern democracy.

It also means making science exciting and accessible to all pupils at all levels. This is the kind of work I want to do and any reasonable government should encourage this.

## Seeing ORACLE

Sir - Your article on regression (*TES*, March 18) and the conclusions drawn from the ORACLE project are very much in line with the survey based (solely) on the Schenell R-4 reading test administered to 260 children in this 1,600-plus comprehensive school in the successive years September 1980 and September 1981.

We found that 27 per cent regressed and 50 per cent of the children made less than six months' progress to reading in their first 12 months of secondary schooling; 62 per cent

had progressed and 10 per cent marked time. It must be emphasized that this was based purely upon the results obtained from the one test but the similarity with the ORACLE figures is striking.

Of the children subject to our extraction programme, while all remained below their chronological age only 12 per cent regressed during their first year.

T J SHAW  
King Edward VI School and Community College  
Totnes  
Devon

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## LETTERS

## The rights of the handicapped to integrated education

Sir - Mary Warnock's reappraisal (*TES*, April 1) of how and where special educational needs should now be met has the distinct air of somebody backtracking on fundamental principles in this rapidly changing part of our education service. But perhaps it shows how far the principles of change were really taken on board by Mary Warnock and her committee during their investigations and the final report of 1978.

Those principles can be summed up by saying that support for integration, or desegregation, rests on the belief that handicapped people have the same right to self-fulfilment as other people and that these opportunities should arise within the community if barriers of ignorance, fear and prejudice are to be broken down. The United Nations Declaration (1975) of the rights of disabled people says that "whatever the origin, nature and seriousness of their handicaps and disabilities, disabled people have the same fundamental rights as their fellow citizens of the same age..."

Practice, as well as research, has shown that a segregated special school setting is now quite clearly the wrong setting for the vast majority of children with special needs. Examples of good practice benefit non-handicapped children as much as handicapped. Mary Warnock knows that the placing of children with special needs in ordinary schools is a process, and one where there must be a reduction in the exclusion of children with disabilities from ordinary schools. It is not a "compromise" but an opportunity for I.E.A.s and individual schools to adapt and to introduce radical changes in attitudes towards all children and their parents.

It has been shown repeatedly that ordinary schools are enhanced and strengthened by integration, and that those which benefit most are the ones which undergo a reappraisal of their whole school structure, looking again at the educational and social processes and values which play an integral part in the running of a school.

There is a new role for special schools in this period of transition: as Mary Warnock says, they have skills and expertise to pass on to the ordinary schools. And the sense of isolation which may be felt by staff, students and parents in the reducing number of special schools can be dramatically lessened by an integrationist approach. This can be achieved not only by ordinary schools, but more importantly by the redefining of an I.E.A.'s philosophical base-line.

Lastly, can I comment on her description of integration in Norway: the "contradictions" are no surprise - Norway, like this and other Western countries, has a 30-year-old "legacy" or tradition of segregated schooling which is now being seriously questioned.

The Norwegian legislation and practice is a few years ahead of ours, though we should not be looking abroad for answers to the problems about change in our schools. Because integration is a process, and more than anything else requires a change in attitude at all levels, there are no blueprints or models to be had - nor should there be.

One lesson I did learn from a recent visit to Norway was the unusually open and positive gesture that country made in inviting three foreigners - Dr Nora Ferro from Rome, Kathleen Kelley from OECD in Paris and Mary Warnock - to go in last year and assess the development of integration in some of its schools. It is a country in the process of change, admitting some failure as well as being proud of its successes, but with a clear intention to improve the overall service into becoming a genuine comprehensive primary and secondary school system. Let us hope that we, too, can have such an open attitude in the not too distant future.

MARK VAUGHAN  
Centre for Studies on Integration in Education  
The Spastics Society  
12 Park Crescent  
London W1N 4EQ

## Pay gap

Sir - On reading your front page article (*TES*, March 25) on new arrangements for maternity leave in Nottingham I was interested in the comment about existing arrangements. It was stated that of present those taking maternity leave are entitled to receive pay for the 29 weeks of their leave.

This is far from the truth as I know from my own experience, having taken maternity leave in 1981. All sources of money dry up seven weeks after the baby is born. For the remaining 22 weeks there is no payment from employers or the state.

Perhaps you could make this clear to your readers as, again, in my own experience a large percentage of employed people believe that maternity leave means that full pay is received for the full duration. There is no understanding that the



Maternity pay... 7 weeks only?

leave is purely a statement of the time allowed away from work during which your job will be held open.

ALISON M MILES  
9 Primrose Street  
Cambridge

## Malfunction

Sir - I was concerned to note that in Mr Graham Bevis's article "Patterns for Living" (*TES*, Extra, March 11) the title of the statement from the Association for Science Education was incorrectly given as "Microelectronics in the Curriculum: The Science Master's Contribution". The

statement is clearly entitled "Microelectronics in the Curriculum: The Science Teacher's Contribution".

In view of the fact that for more than 20 years the Association for Science Education has been concerned with the work of all science teachers in developing science education in this country, it is singularly unfortunate that *The TES*

## Doubts justified

Sir - In her, so far, most public indication of being disillusioned by the concept of special educational needs, Mary Warnock touches briefly upon at least two major and highly sensitive issues in school education today. One is that popular notion that education can compensate for social deprivation; the other is the diversity in curriculum to include the also-rans that Sir Keith Joseph has called the bottom 40 per cent. Both points require further elucidation.

Firstly, Mrs Warnock's example of the several difficulties that occur in trying mixed ability teaching, and for that matter in streamed classes on occasions, is a reality in many schools nowadays. Disgruntled pupils do, indeed, leave the furniture around the classroom, and maybe throw in the teacher for good measure. Other pupils, especially from backgrounds where the breadwinner has absconded or is on the dole, find it hard to settle down to learning.

In brief these examples serve to argue that the contributory causes to poor scholastic progress are varied. Frequently they have their genesis in adverse social conditions as research repeatedly proves. The Warnock Report instead naively chose to argue, and the 1981 Education Act follows the same line of thinking, that the timely intervention of schools' medical, educational and psychological services could provide equality of opportunity at the classroom door.

Secondly, there exists now firm evidence to suggest that all is not well with much of the current school curricula. It is just, then, for children with special educational needs to be subjected to a regime that increasingly distances itself from the true world? The 1981 Education Act is not without its redeeming features. Fortunately, sufficient room remains for the determined parent to argue that the traditional curriculum just won't do. A special child demands a special type of learning package. For openness, a real start should be made on a better preparation of the severely handicapped to survive on meagre state benefits.

Curricular experiments in the most effective ways of bringing Downs syndrome people to independent living but not to think of marriage and children (that's being a bit too normal) are a priority. Likewise the instructing of spastic athletes in the use of electronic voice synthesizers which offer so much potential for inter-person communication. The list is endless.

For somebody of Mary Warnock's stature and connexions to openly express her doubts is refreshing.

ARTHUR HARADA  
Professional Studies Department  
Chester College

## Deaf child rights

Sir - May I correct one statement attributed to me in your article "Seen but not heard?" by Jack Cross, (*TES*, April 1)?

The concept which I find bizarre is not the education of deaf children in schools for the deaf, but rather the notion that deaf children should be educated alongside other deaf children in order that they can ultimately take their place in the deaf community - a view promoted frequently by the British Deaf Association, and one which seems to me to deny the basic right of the deaf child to belong, first and foremost, to his family and to the community in which his family lives.

DAVID HARRISON  
Head of Service for Hearing-Impaired Children  
Leicestershire

should have indicated such a sexist contribution to the important developments in microelectronics education.

B G ATWOOD  
General Secretary  
The Association for Science Education  
College Lane  
Hatfield, Herts

## Able concerns

Sir - The Secondary Science Curriculum Review (SSCR) is now gathering momentum fired by the enthusiasm of the SSCR team. SSCR plans a revolutionary replacement of the current 13-16 science syllabuses by "Science for All".

A subject-based curriculum may be unsuitable for most 13 to 16-year-olds, as SSCR suggests. However, attempts to correct deficiencies in the curriculum must not neglect the needs of the most able and their contribution to the future of the nation. There will certainly be opposition to moves to sweep away all the present O level and further 16-plus examinations. This is a real danger as SSCR sees no future for these subject-based examinations in its plans for the 13-16 curriculum, and would insist on 20 per cent of the curriculum time spent on science for pupils of all abilities.

An appraisal of the numbers of candidates entered for O level 16-plus shows that SSCR is moving against popular opinion. The combined sciences show few and decreasing numbers of candidates. Physics, chemistry and biology continue to be popular and to show increasing numbers of candidates.

The APU 15 survey shows that students of 15 years with the best

performance in the tests are those who are studying all three separate sciences - physics, chemistry and biology. The students with poor performance in the APU tests study general science, integrated science - or no science at all.

Able pupils, their parents, local employers and I.E.A.s all demand these single science subjects at O level 16-plus. Whether or not this is desirable for many candidates is not the point at issue. It is important to note that they are required for able pupils and will continue to be required until some valid alternative is produced. The proclaimed intentions of SSCR does not form a valid alternative in the eyes of those who wish to maintain standards of academic excellence.

It would be unfortunate if SSCR, in its ideological enthusiasm for "science for all", failed to remedy those obvious faults in the areas of the curriculum in which it should be concerned rather than spend its time meddling in areas which do not need to concern it. Science education must be provided for all in a style and approach depending on the age, aptitude, ability and needs of the individual pupils.

RICHARD R LONG  
Head of Chemistry  
Cusker Grammar School  
Lincoln

## Divisive words?

Sir - I think your Australian correspondent was probably overestimating the alleged hostility between Serbs and Croats when he suggested it as a motive for treating the two languages separately (*TES*, March 25). They are, of course, two dialects of the same language, and they differ, in my opinion, to about the same extent that London English differs from New York English.

There is no problem of communication for those in Yugoslavia, because they hear each other's dialects all the time; but it is a different matter in the case of isolated families abroad, where children growing up in an immigrant household hear English of school and, in the home, no dialect of Serbo-Croat other than the one spoken by their parents.

The problem is worsened by the fact that Serbo-Croat is written phonetically, so pronunciation differences are reflected in the spelling. Imagine your own problems if you were asked to read New York English written in phonetic script!

M C POWELL  
Headmaster  
Samuel Southall Secondary School  
Worcester

## Multicultural policy

Sir - The question of how multicultural concerns are reflected in teaching strategies and school policies is a complex and controversial matter, as recent news stories and correspondence in your columns demonstrate. The Geographical Association is seeking to develop a policy statement on the matter and the 6,000 members of the association have been asked to contribute comment and examples of "good practice" to a working party which is considering the topic. But if any other teachers (of geography or other subjects) feel that they have views or materials to contribute, I would be glad to hear from them in order to make the working party report as representative as possible.

REX WALFORD  
Chairman, GA Working Party on Geography and Multicultural Education, Department of Education  
University of Cambridge

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

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TES 15/4



## TALKBACK

Spending the school library allowance is becoming an exercise in walking a literary tightrope. Treading carefully over the explosive subject matter of some of today's "teenage" fiction is a problem.

Fiction in a 9-13 middle school library requires positive selection on grounds of readability, with the reading ages of the pupils seven to 16 years, but who decides where the hazy lines of propriety are drawn? How does one regard a book specifically for young people, which contains vivid descriptions of violence, as in *A Kind of Wild Justice*, by B. Ashley, or one which uses swearwords such as those included in *The Borribles* by Michael de Larrae, or details first fumbleings on a car back seat, as in *Nobody's Perfect* by Jacqueline Wilson? Should these books be included on open school library shelves, even ones marked "for older readers" but

## Adult reading

STEPHEN WILKINSON

their 9 to 13-year-old to read or arrive home with the book in question. Most parents considered swearing unnecessary, in bad taste, and had not anticipated finding it in books written for children. In spite of what was heard in school playgrounds, they did not think it right that swearing should be sanctioned by the school by including it on library shelves. All were stunned at the sexual honesty of books by such authors as Jean Ure, Jacqueline Wilson, Robert Westall, and Peter

Dickinson. They enjoyed Roald Dahl's irreverence, especially his *Revolving Rhymes* and also liked Gene Kemp. Contradictions were legion, creating heated arguments. One group registered horror at the use of words such as "bastard" and "Christ" as swearwords, while another found this more acceptable than the mention of Durex, abortion or extra-marital sex. The championship of subversive

accessible nevertheless, to nine-year-olds? In an effort to find some answers to these questions we formed a readers' panel of interested parents and asked them to read a number of books, some of which included controversial material. They were asked to read the books, to prepare a brief review, commenting on any outstanding features, and then were asked to say whether they would be happy for

## The ten tyrannies

MERVYN BENFORD

The Ten Tyrannies of Secondary Education are:

1 "You're not at primary school now!" Never was a remark more calculated to perpetuate the Cinderella status of primary education. It strikes indelibly into still impressionable minds the claim that learning begins only at 11, and since most folk regard secondary education with greater clarity in later life, it being so rigid and uniform, small wonder primary education has least esteem in public priorities.

2 "You must be tested and assessed." Not for secondary schools the refinements of NFER age differentials and standard scores. Children who in any 11-plus or 12-plus system would be given credit for difference in age are tested and assessed and ultimately streamlined on the basis of raw score achievement. Exclusion from certain subject paths and major predictive decisions about potential hang on such scores.

3 "Knowledge is divisible into subjects." London studies are geography, not history. History is not science, science is not art, art is not maths and so on. Such is the mindless destruction of the integration of knowledge. It makes the secondary school pursuit of knowledge meaningless. Compartmentalization, allows nothing for the still primary-oriented sweep of the 11-year-old, nothing for the developmental notions of Piaget that formal reasoning and abstract thought arise anywhere from 9 to 13 if they arise at all. Yet such maturity is vital to the absorption of work based on textbook, blackboard and chalk, still the hallmarks of secondary teaching.

4 "You cannot get your GCE despite five years of teaching without another two years of working at home." Allowing for the fact that certain timetable subjects like PE, craft and so on are not the subject of homework, it must be for the rest almost the equivalent of an additional 40 per cent of work. Oxfordshire has no standard school day. It has schools whose day is different by an amount equal over five years to a whole year's tuition. Yet ex-

amination results suggest there is little difference in performance. Moreover, homework favours those with the better conditions at home in which to study, compounding the handicaps for those from educationally indifferent homes. 5 "Look, listen, copy and learn." Such are the basic requirements of secondary pedagogy. In an age when clear differences in learning style, in personality, in temperament, in attitude, in maturity, in experience, and in age all argue great differences between the individuals of even a single class, all find a single teaching style imposed upon them. The 75 per cent who are thus by-passed by the emphasis on logical, step-by-step, deductive approaches become the lower streams. It's a self-fulfilling system with the right percentage proceeding to higher things.

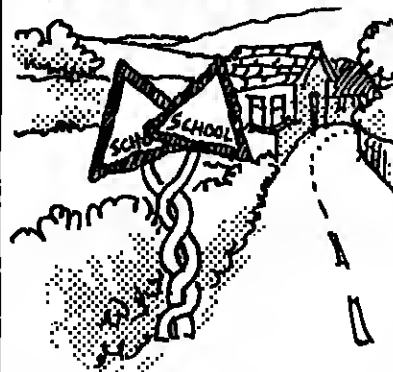
6 "I like geography." "Why?" "Miss Bloggs is nice!" "What about maths?" "I hate it. Mr Chipps just shouts at you all the time!" Learning is less about time spent than the relationships experienced. A good relationship between teacher and pupil is more important than ability

or even teaching style. Teachers naturally warm to certain types of children, not necessarily the brightest, but invariably the most attentive and participative, the more well-presented and well-behaved. Such social factors will govern attitudes at setting meetings, and influence the forms of words chosen (from the standard glossary of phrases) for parental reports. Lacey's *Hightown Grammar* demonstrated such discriminatory forces at work even within the selective ability range of a grammar school. 7 "Next year is your options." Thus must learning be closed down. You cannot study three sciences and continue music, even if you are a clarinetist in the school orchestra. Just at the age when an adult mind is emerging we narrow its learning experiences down. 8 "Girls take metalwork. Boys cook!" This invidious concept of non-discrimination becomes nonsensical in some attempts to work it out. A girl who at the end of a year's metalwork has cut up six pieces of plastic into mathematical shapes has neither satisfied the concept of breadth nor equal opportunity. 9 "As long as you remember it till the day of the exams I don't care if you forget it all afterwards!" That's the pointless flavour of the whole system. Most children do not learn. Those who do will soon forget. Far from bringing on the child, developing personality, character, awareness, encouraging expression of self, the pointlessness is a repressive path to conformity. 10 "Your ability must be proved." There are a host more relevant and humane ways of measuring performance than the conventional examination which is the greatest tyranny of all; the one in whose name all the others exist. It is totally lacking in credibility, and irrelevant to the demands of real life. The skills are prized only in terms of access to the university system that correspondingly dominates secondary practice. As a school-leaving qualification exams are hopelessly inadequate. I do not say primary schools are immune from such or similar behaviours, they just seem worse at the secondary level. In any good secondary school the edges of these tyrannies are blurred and softened by sensitivity to them. But they remain tyrannies nevertheless.

Mervyn Benford is head teacher of Lewknor primary school, Oxford.

## Three's no crowd

WILLIAM CHANDLER



The Plowden report in its recommendations and conclusions made two pertinent observations on education in rural areas. "Schools with an age range of 5 to 11 should usually have at least three classes, each covering two age groups" and "Teachers in rural schools need help from advisers and advisory teachers and opportunities for regular association with other teachers and schools".

Financial constraints have prevented the three teacher school but rural teachers have put the second recommendation into effect. We began our programme of schools liaison in 1981 when the heads of three schools began to meet regularly. In October 1980 Warter CE School had 34 children, Bishop Wilton CE 46 children and Fangfoss CE St. Martins 35 children.

We started simply with activities which could be enjoyed by all but were not always available to the schools on their own such as football and netball coaching, gymnastics and movement lessons. The first practical result was that those transferring to the comprehensive school knew many more children than the usual four or five with whom they transferred into a yearly intake of

## Pupil guides

T M RENOWDEN

The difficulties of translation from the cosy, family atmosphere of good primary schools into the more strictly ordered secondary are manifold: the danger of feeling a nobody; the scale of things and the size of the majority of the pupils; the numerous staff and changes of lesson; strange routines including possibly more formal assemblies; the desire to relate to an adult; the sheer amount of information to be absorbed.

Of course, it well thought out pastoral care structure with hard-working heads of year and carefully selected form tutors carry them through, but sympathetic understanding, clear instructions, inter-school visits, free lemonade and new parents' evenings do not completely work the oracle.

The Government gimmick of parents' guides or school statements is no panacea. It is not only pupils who do not read or understand them or forget about them. Every year I talk to my new youngsters loving them to criticize our arrangements and suggest improvements. As far as they are concerned, something of their own would be worth far more than all the posh parents' guides from China to Peru. The heads of year had devised some useful foolproof sheets, "You and Your School", which was a step forward. But why not a properly printed pupils' guide?

They understood we could not afford anything elaborate but there would be advantages to something short and sweet that was pocketable. We boiled it down to a card cover with a centre sheet giving eight sides. The outside cover gave spaces to insert name, form, room number, form tutor and head of

approximately 200. A joint soccer team was produced and this brought the boys and staff into contact with many other schools.

The problems of the single infant teacher in a small school teaching right across the infant range with perhaps no other trained infant teacher on the staff are obvious. Two of our young infant teachers began working together, they were released to visit four larger infant schools and began an infant group at our local teachers' centre which discussed reading schemes, mathematics schemes, and assessed each school's record keeping.

The heads then began joint musical activities where each with his own separate skills could cooperate with the children to produce something beyond the capabilities of each individual school. However, it was still felt that more was possible. Joint staff meetings were held on curriculum planning. The last term has seen two developments. The infant teachers are beginning a programme of joint work and the heads have been swapping schools for work in music, science and creative English.

Our authority has supported these activities with extra teaching staff on a temporary basis. This too has given each school extra skills. We feel that we have, to a great extent, succeeded in broadening our curriculum significantly in many curriculum areas.

For such cooperation to continue and develop staff consistency and permanence is vital. The provision of the three teacher school is we feel the route to further progress and success. Nine teachers working together across the primary age range would ensure that the curriculum would be broadly based and serviced by the necessary breadth of curricular specialisms.

With this staffing one would have a unit of three infant teachers working together and in our case as well as experienced teachers in the basic core of the curriculum there is much that we can provide for the common pool in specialist skills.

William Chandler is head of Bishop Wilton CE School, Humberside.

year. The next two inside pages in simple letter form contained a text, a welcome and an outline of how the school operated. Pages four and five were a double-spread plan of the school with toilets and exits. Page six was a quiz intended to familiarize them with the school and then followed note space, the school mottos and a timetable grid on the back cover.

And it worked. In their first school assembly there were flashes of white as they all whipped out their booklets like six guns before getting down to the serious business of learning the prayers. Going around the school in the first week, teachers checked off the rights like tourists occasionally having to check the orientation of the school plan.

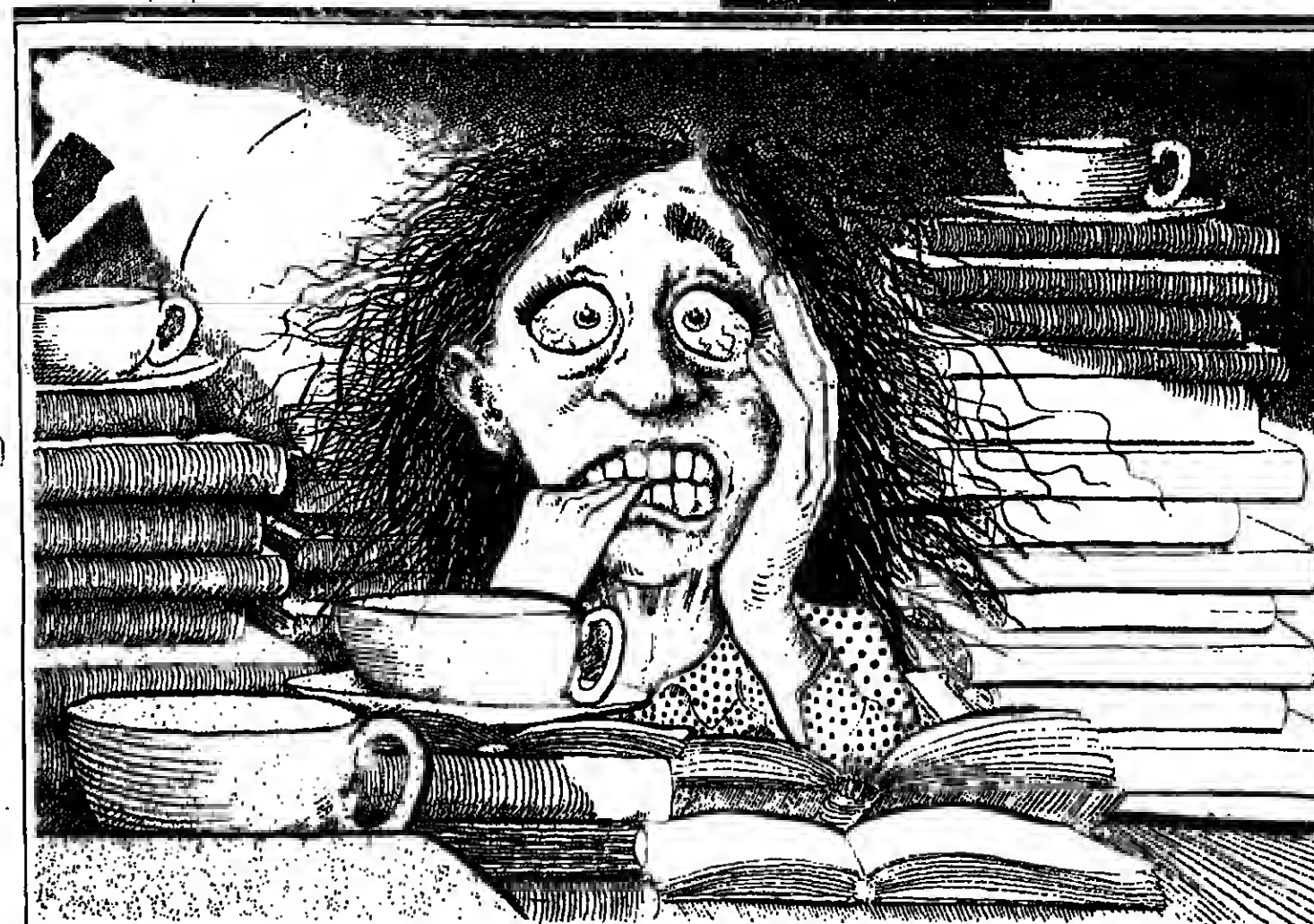
Naturally we try to improve every year and this year's edition includes a *My teachers' page* substituted for the quiz and note space. Again this change was based on what the children themselves told me and voted on.

New pupils complete the book on the new parents' evening organized by their own head of year who would have already visited their schools if they are in our normal catchment area. Parents and pupils are met by prefects who lead them to form tutors who look after the children whilst the parents return to the hall. This avoids the nonsense and boredom of speaking to parents and children simultaneously, and gives the latter time to fill in their own pupils' book with the assistance of their new teachers. There is nothing like doing a job together to bond the lot.

In the September, therefore, in place of being treated like a flock of sheep and being led off in small numbers to be clipped - as in the recent comprehensive school series on television - they go straight to their new form tutors and form rooms with the school in their pockets and a song in their hearts.

T M Renowden is headmaster of Penrice School, St Austell, Cornwall.

## FEATURES



The next time I run a course for pupils on examination skills I will have on display a large picture of Corporal Jones from *Dad's Army* shouting, "Don't panic! Don't panic!"

When pupils were asked, as part of such a course, to say how they felt when revising for their mock examinations a significant number said that they felt a sense of panic. A number of other responses had been suggested to them such as anxious, depressed, bored and confident. There are significant differences, however, between anxiety and panic.

Panic suggests that the student doesn't really know exactly what he should be revising, that little learning has been done before embarking upon the revision process and that he has little idea about the sort of things that will be asked in the exam. It stems from a lack of knowledge of and familiarity with the syllabus content and about the exact demands that will be made in the exam.

Anxiety is different: it can be a fear of the unknown and a motivating force for the good. A sense of panic is destructive and can be totally debilitating.

I decided to run a course in examination skills after the success of a previous course entitled *Preparing for Mocks*. Both were half-day courses run during half term. Attendance was therefore voluntary and ensured that the pupils who attended were keen to learn.

The basic aim of the latter course was to develop certain revision and examination techniques and to develop positive attitudes. In the first course we had set out to teach revision skills, but it seemed that the most significant thing we did was to teach new attitudes and we came to regard this as being very important.

Much of the work was done by the pupils themselves. One of the basic ideas is they share ideas, fears and suggestions with one another. Most of the work is done in small groups. In order to encourage them to participate we limited ourselves to one member of staff to 10 or 12 pupils.

For the exams skills course we divided the pupils into pairs to begin with. The first task was for each pupil to tell their partner what they hoped to get out of or learn from the course and what they had learned from the previous course or what areas of their work they felt needed attention. Each person then reported back to a group of pupils the answer of their partner.

Some of the pupils simply wrote down their answers and passed them on to their partner to read out, but it was pointed out to them that it was necessary to really talk and discuss with one another so that each would be able to put themselves in the shoes of their partner.

The aim of the second exercise was that pupils should share their feelings and ideas

## DON'T PANIC!

As the exam season looms, David Kibble describes how he makes sure his pupils are ready

about their mock exams - and about the results that they had achieved. The pairs were therefore set six questions to discuss with one another:

1 When you were revising for the mocks how did you go about it? Some people had definite revision schemes: how did you go about it? 2 How did you feel when revising? Anxious, bored, depressed, panicky, confident? 3 What were your feelings about your results? Can you say why these particular feelings? 4 Have you drawn any conclusions from your performance in the mocks about:

a your future?  
b your style and amount of work?  
5 Briefly describe the way in which you tackled the examination papers (timing, order of questions, selection of questions, planning details, etc.).

6 Do you think you could have improved your examination strategy? If so, how? We then went through each question one by one, each person relating the answer of their partner. At various points there followed discussion of particular fears, techniques, suggestions and so on.

The third exercise, and probably the most important on the course, was marking essays. Year after year examiners' reports point out that essays often contain much that is irrelevant to the question.

To try to make this point to the pupils we presented them with three essays supposedly written by pupils together with the titles and mark schemes for each. Many had never seen a mark scheme before and some didn't realize such things existed.

In pairs the pupils proceeded to mark each essay after some initial explanation of the mark scheme from the teacher. They were also told to underline irrelevant material: to write PS next to material with poor style; to denote grammatical errors and spelling mistakes by GR; and where the text needed expanding or more detail was required to place the letters EXP.

The first essay they had to mark was a borderline O level pass; the basic information in the essay was correct although there was one irrelevant passage due to the pupil's misreading of part of the title (none of the pupils on our course saw this trap). There were other minor errors and some of the text needed expanding.

The second essay, complete with subheadings, was designed to be a model essay including the note form that had been used at the end due to lack of time.

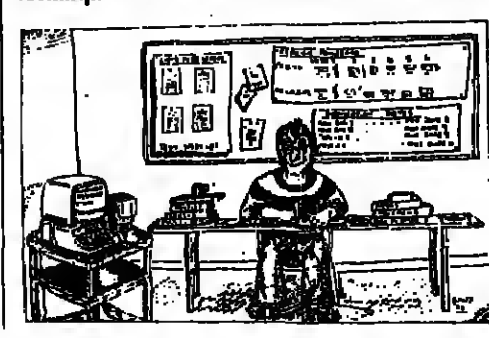
The third essay was a fail: it was far too short and contained much material that was in poor style. What wasn't in poor style lacked depth.

This exercise took the pupils longer than the 50 minutes we had allowed for this section. A few managed to complete all the marking but most only managed one essay and were on to the second.

Discussion of the essays and the marks awarded revealed that most pairs had come very close to the "correct" mark although this wasn't particularly important from a learning point of view. Most were surprised by the irrelevant material in the first essay: like the "examinee" they too had not fully read the question. This important point was developed in the next exercise.

I had asked two sixth-formers to discuss with me their experience of O level examinations. The discussion was taped and played to the pupils on the course. The course participants were then asked to make three lists whilst listening to the recording: one list was to contain the difficulties the sixth-formers had experienced whilst revising, another the worries that they had had, and the third the advice that they had given. The discussion which followed revealed that the advice that seemed to have most impact was the need for early and continuous revision and, secondly, the importance of reading the questions on an exam paper and then ensuring that they are answered.

The final exercises were based around a cartoon of a student revising and preparing for an exam. The student was smiling and the pupils had to work out why. A number of clues in the cartoon pointed to good revision technique: the student was seated at a desk,



he had a pen in his hand and was making notes, he had a book on study skills which he had presumably read, he had made out lists to be learnt and had pinned them on to a board so that he could test himself regularly, he had a revision timetable on his wall, he had obviously given himself a break at some stage in revision as there was a mug on his desk, all necessary books were readily to hand and so on.

Some pupils found the most ingenious ideas: one suggested that the scraps of paper on the floor were tests that the student had given himself and had then thrown away. (In fact these had been put in by the cartoonist himself and were not in the brief for the picture).

Also in the cartoon was a computer. As a final exercise the pupils were asked to make up a visual display in any format they thought helpful on three items: (1) essay writing, (2) revising and (3) worries and difficulties (which was to include suggested solutions). They were briefed on how the visual displays might be set out and made interesting to look at and they then set to work making them in pairs.

At the end of the course pupils were asked to say what they felt they had got out of the course and four weeks later they each completed an evaluation sheet. What many seemed to have learned from the course was the importance of organization: they began to see that to discipline oneself and to begin an early, planned revision programme would make things easier later.

A number said that as a result of the course they had actually started their revision programme; one girl was able to specify the date on which she had begun to go to the local library after school each day to revise. Some had begun to make revision notes.

One of the boys said that after the course he had made a number of changes in his study routine: he had made an effort to concentrate more in class; if he failed to understand something in class he would look it up and go over it at home; and he had organized himself both mentally and with regard to homework. Pupils seemed to feel that they could do with more help in examination preparation and made a number of suggestions: that more use might be made of pupils in the sixth form who had taken their exams the previous year, that each subject tutor should spend time outlining how best to revise for his particular subject; that departments should issue copies of the syllabus and previous examination papers as a matter of course; and that teachers should spend more time going through the techniques of answering examination questions in their particular subjects.

Many had obviously come to realize that essay marking was done according to a mark scheme; they therefore felt that they should be given training in how to answer questions so that their answers were as congruent as possible with the mark scheme.

There seems little doubt that the pupils benefited as a result of attending the course. I am convinced that exam performance can be improved by the teaching of revision and examination skills. Courses like mine are useful but probably more effective are well organized, regular study skills sessions as part of the school's total curriculum.

In many schools form tutoring now includes, among other things, the development of study skills. As subject teachers we probably also need to do more work preparing pupils to take examinations.

One thing we might spend more time doing is discussing with pupils how an essay might be answered before we actually send them home to write it for homework. Perhaps too we could on occasion provide them with a mark scheme and get them to mark their own essays or one another's. Good preparation in helping pupils to structure and write essays reaps enormous rewards.

We also need, I feel, to encourage and train pupils to do some of the preparation for exams in small groups of two or three, so that they can test one another, clarify things for one another and perhaps write essays together. So often we encourage pupils to do everything on their own: all else is seen as cheating.

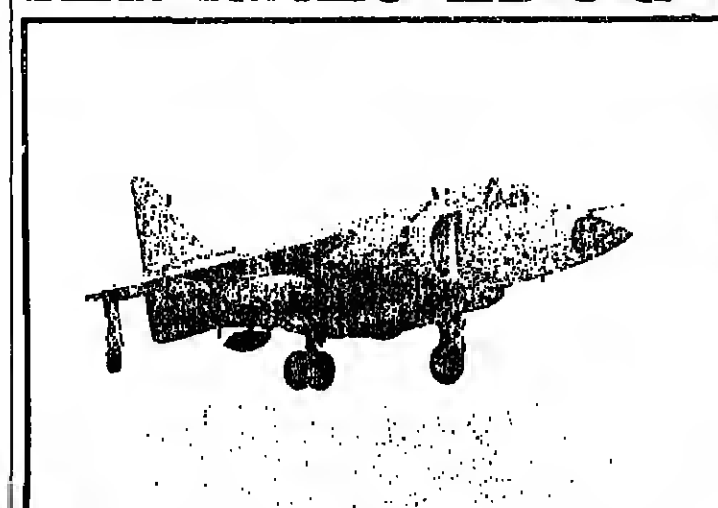
We also need to teach that examinations need not be feared: they should be seen as hurdles to be jumped. We must let pupils express their worries and fears about exams and then help them to move forward and develop positive strategies for examination success.

David Kibble is acting head of house at Lawnswood School, Leeds.

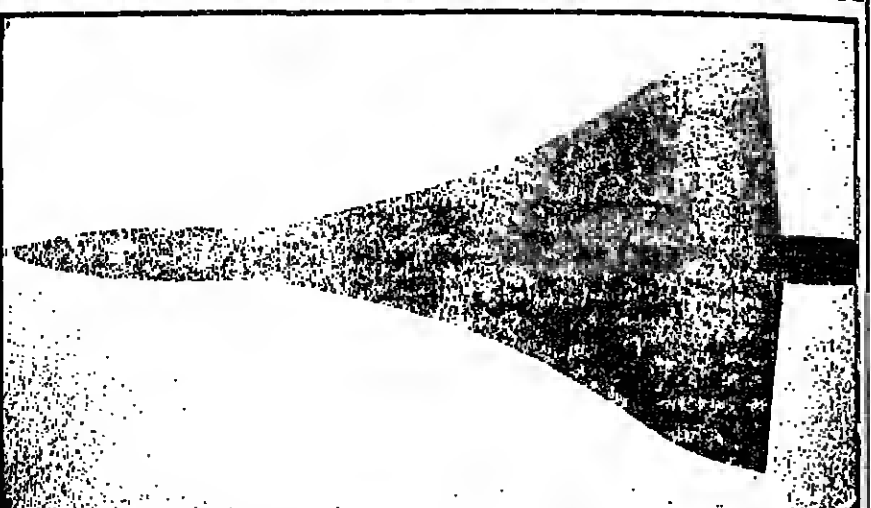


FEATURES

THE TIMES EDUCATIONAL SUPPLEMENT ENGINEERING



# Chip shaped & Bristol fashion



If there was a right answer to the question set in this competition nobody told the judges and there was little real consensus in the entries. In the event an essay on fibre optics took the first prize but virtually any outstanding engineering achievement with a British connexion justified on some plausible scale of values, could have impressed the judges.

But whether they could not or would not, many of the 100 or so entrants from sixth forms and FE colleges did virtually nothing to justify their choice beyond the bald assertion of its importance and paid little or no attention to the impact they supposed it would have in the future, as they were asked. Any hopes that the collected essays would reveal something of the values and visions of young people were, therefore, largely disappointed. What there was no shortage of was uncalled-for technical detail.

Some of the favourite pieces of technical wizardry nominated were ingenious enough but the essayists would have had an uphill struggle arguing that they were the supreme achievement of the epoch, had they even tried. Even the proverbial better mousetrap is, when all's said and done, only a mousetrap and even allowing for the enthusiasms of youth, some of the nominations, such as the laser tracking record player, owed more, perhaps, to the scene than the acme of the age.

There was no clear message about the single engineering achievement thought most "significant". Some form of electronics emerged as the most popular general area. More than a third of the entries fell into this broad category with computers being the most mentioned single application and television and fibre optics featuring strongly.

Engineering broadly related to propulsion and transport was a close second, chosen by just under a third of the candidates. Within this category the jet engine and various British aircraft designs were front runners, with Concorde getting a few and the Harrier jump jet getting many honourable mentions. This category also included various tunnels and bridges, the Hovercraft and one vote for the towed cat's eye, a perfect candidate perhaps for the centre of the road better mousetrap party.

One entry in five fell into the group concerned with energy; North Sea oil and gas extraction starred with nuclear power and fusion playing strong supporting roles.

Stretching the imagination a little was a fourth category which might be described as health and safety. Public safety is not a strong vote catcher, it seems, and only one in ten

What is the most significant achievement of British engineering this century? Students were asked to say what they thought and what impact it would have on people's lives. Microelectronics and aircraft like Concorde seem to have most impression on the young. Bob Doe searches their answers for visions of the future.

nominations fell into this category. The biggest vote in this class was for the Thames Barrier and there were mentions for lasers and microchips in medicine, devices for the handicapped and the one entry that chose an "achievement" that had had a deleterious effect: the arms trade.

Clearly, there is nothing hard and fast about these artificial groupings and there were several entries that amounted to cross voting. Radar could fit into three of the four classes and is the cat's eye about safety or transport? There were a number of general or idiosyncratic entries which defied this classification too. These included plastics, carbon fibres, engineering's contribution to Britain's prosperity, cryogenics and one science fiction entry which anticipated, towards the end of the century, the discovery of the means to defy gravity.

But if these results are to be looked at as some kind of straw poll, there are reasons for thinking it may not be particularly representative of the age group as a whole. Though the essays were judged anonymously and on their own merits, looking afterwards at the origins of the entries suggests some obvious regional biases. It may come as no surprise to learn that the student who considered the Severn Bridge the biggest engineering breakthrough since the invention of the headslice, lives in Gloucestershire. It is notable, too, that those who suggested the achievements of Rolls Royce as the outstanding engineering feat of the century tended to live within cycling distance of the Derby factory.

It may be that British aircraft design still grips the imagination of the young throughout the country, in spite of the worldwide dominance of the American aircraft industry, but it was noticeable that a high proportion of the entries lauding British airframes emanated from Concorde country round Bristol and from other, places where aircraft companies are based. Among young engineers, it seems, familiarity breeds respect.

It is possible, too, that there was some element of the Falklands factor in the fact that one entry in twenty nominated the jump jet, though entrants can hardly be blamed for that. Ask a chauvinistic question and you get

a chauvinistic answer. The question of how British some of the achievements were could also be queried but in most essays at least some clear British contribution was established. The question, too, was an invitation to exercise the superlatives. However, the boy who wrote about electric eels - "Only in Britain have expert technicians worked to develop the capabilities of this exceptional vehicle" - was, perhaps, going over the top slightly.

There is little reason to expect these essays to be particularly representative of the age group in terms of literary standards either, but for what it is worth, most of the writing was passably grammatical and readable if often short and not always to the point. A few were quite well crafted and some judges preferred the students' efforts to those of their teachers in the parallel competition.

In his *Two Cultures*, C. P. Snow observed differences not only between arts and science students but also between those science students destined to pursue pure science and would-be engineers. The technologists were far less radical, less critical of the status quo and concerned more about practical things than ideas. The same could be said for many of the entrants to this competition, though whether this is due to some proclivity on their part, the way they are taught in schools or the way the question was framed, is hard to say.

Of all the entries devoted to energy, only one concerned itself with alternative forms of energy (wave power). Several essays on atomic power gave cheap electricity as the sole impact on people's lives. Others were more concerned about the safety of atomic power sources, though usually this was simply seen as a technical hitch to be overcome.

The message that Britain's prosperity depends largely on the creation of wealth by its industries seems to have got across to many of these students, in some cases a little too well perhaps. "Economic success is the ultimate good of any project..." one wrote. Another essay devoted to the improved productivity of fully automated coalmining made not even a passing reference to redundancies. The sole impact of Concorde is the pleasure of flying in it according to one girl.

Few entries saw any drawbacks to the electronics revolution. One exception was the essay that proposed television as the greatest influence on peoples' lives this century. It had killed the art of conversation (in fact nothing kills a conversation quicker than to answer "no" to the question that starts, "Did you see...?") Television prompted violence, the misuse of sex and materialism and it opened up our minds to manipulation and our lives to surveillance.

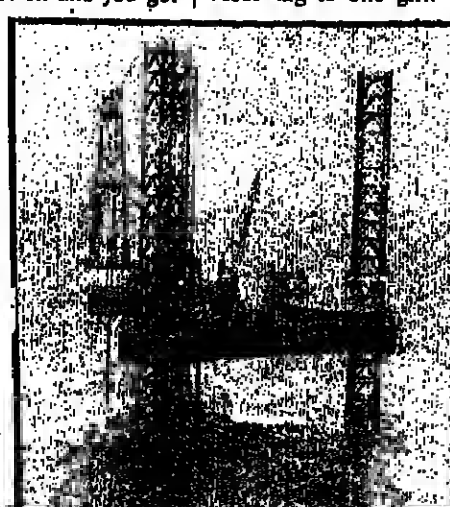
The essay by William Wray that won first prize on the importance of fibre optics to the information technologies devoted four of its ten paragraphs to the likely effects:

"At present the benefits of Information Technology are being felt mainly in industry, but as the system develops and is made cheaply available, its potential will become more apparent to the general public. With the introduction of new technology will come the need to change established patterns within society. Education will be greatly affected, and the process of learning may continue throughout life. This would include retraining for newly created jobs. More importance will be attached to the use of free time, and the recreation industry will have to expand to cope with the increased demand.

"The decentralization of work will be bound to follow, bringing with it many advantages. It will be possible to perform a considerable proportion of work in the home, so family life will be enhanced by the longer periods spent together. The smaller companies will be more adaptable than large concerns.

"There are many interesting possibilities for the future which could be created from existing technology. The *Encyclopedia Galadria* may be formed containing information and knowledge once stored in vast libraries. Newspapers and magazines could be published via television sets, being constantly updated with the new items of news. Shopping and finances could be dealt with entirely from the home. Communications could become much more flexible and many times faster. Techniques of speech recognition and synthesis, when they are perfected, will eliminate the need for keyboard input to computer terminals. Such a society would pose many new challenges to man's ingenuity.

"Optical fibres will help to bring the benefits of the information revolution to everyone, and for these reasons I regard developments in fibre optics as being the most significant achievement of British engineering in the twentieth century."



PLEMENT ENGINEERING ESSAY COMPETITION THE TIM

FEATURES

ESSAY COMPETITION THE TIMES EDUCATIONAL SUP



Michael Ruddock

## TEACHERS & CAREERS OFFICERS

First Prize - £500

Michael Ruddock, Headmaster, Warriner School, Bloxham, Oxfordshire.

Runners up - £250

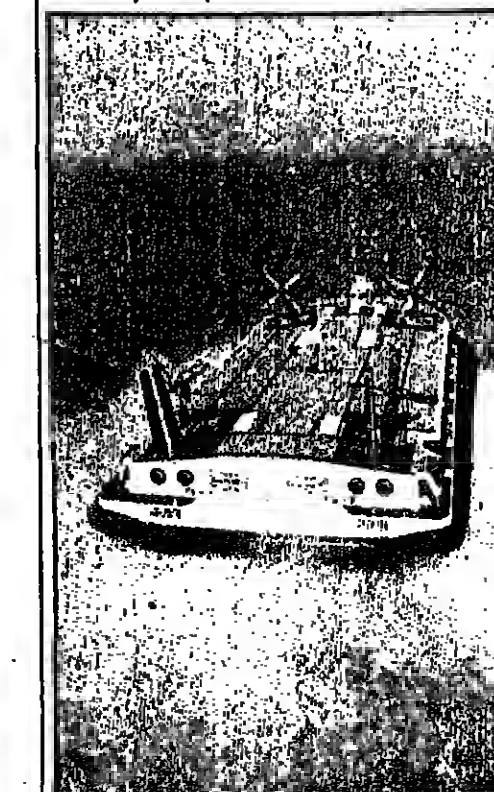
Harold Scarborough, Head of Biology, Bourne Grammar School, Lincolnshire. Alastair Willis, Senior Careers Officer, Northamptonshire County Council.

Consolation Prizes - £50

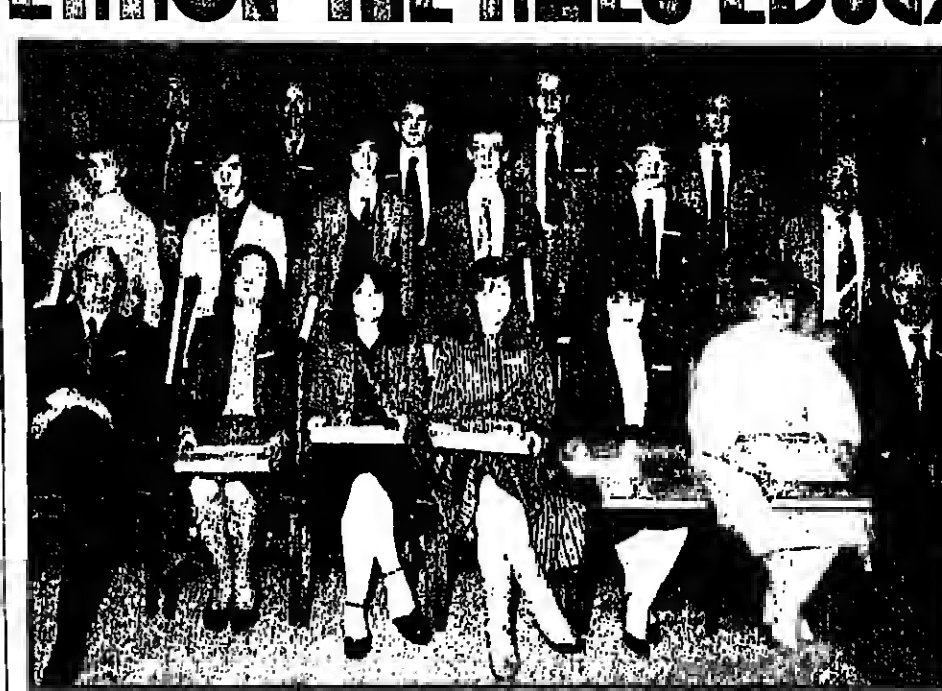
Bavary June Brown, Senior Careers Officer, Lincolnshire County Council. Maria C Fair, Headteacher, St Joseph's College, Bradford, West Yorkshire. Richard Field, OSB, Physics Teacher, Ampleforth College, York, North Yorkshire. Simon Kampson, Physics Teacher, Hazwick School, Crawley, West Sussex. Ralph Steadman, Lecturer in Physics, Strode College, Somerset.

## The Engineering Careers Information Service

The ECIS was set up in 1976 to provide information about careers in the engineering manufacturing industry. It is sponsored by the Engineering Industry Training Board, the Engineering Employers' Federation and the Confederation of Shipbuilding and Engineering Unions. The ECIS produces literature and aids for young people and those who advise them on career choice and provides teachers with opportunities to gain experience in industry. The address is ECIS c/o EITB, P.O. Box 176, 54 Clarendon Road, Watford, Herts, WD1 1LB.



ES EDUCATIONAL SUPPLEMENT ENGINEERING ESSAY



Winners: Sir Arnold Hall FRS (front left) presented the prizes

The results are announced this week of the essay competitions for students, teachers and careers officers jointly sponsored by *The TES* and the Engineering Careers Information Service

## The DUF factor

Why choose engineering? Teachers and careers officers were asked to describe the qualities required, and the prospects and attractions of a career in engineering. In his prize winning entry, Michael Ruddock warns it is not possible to alter the fabric of society without getting your hands dirty from time to time

"What me? Become an engineer?" you cry. "A rude mechanical with dirt beneath his fingernails and his skin permanently begrimed with oil?" Well yes, there is a bit of that. In any branch of engineering there are times when all concerned get plenty of paint in the pores. But then nothing is accomplished without some pains: when Michelangelo was carving his *David* he no doubt skinned a knuckle or two and got marble dust in his ears, but what might be termed the Dirt Under the Fingernails (or DUF) factor is really only a small part of the engineer's calling.

For a calling it is: to be a successful engineer you will need a variety of skills, only some of which could be called rudely mechanical. You will need to be inventive and resourceful and will have to know a great deal about the materials with which you will work. Those materials will not be solely physical ones, for engineering is nearly as much to do with people as with machines: the people who make the products, the people who use them and those who will feel that their interests are threatened. All these must be considered.

You will need qualities of leadership and be able to work as a member of a team. You will at times have to be a politician, a diplomat even and you will need such skills because you will have to be able to communicate and convince. You will need judgment and a highly developed aesthetic sense. You will have to reject this design because it is ugly and that because it is expensive - an engineer is said to be one who can do for a dime what any fool can do for a dollar. You will have to decide whether to go for this design which is safe because the approach has been used many times or that because although the technology is new and relatively untried, it brings with it a saving of scarce resources. You will have to develop a taste for economy of means, what a mathematician would call "elegance". You will have to be warily adventurous, daringly cautious: one who tempers

courage with prudence and originality with vigilance. What are the products of the engineer? Well they range from mighty earthworks such as dams and roads to that minute chip of silicon which has already had such an effect upon the fabric of society. Engineers raised the Mary Rose and drilled the North Sea for oil. They have spanned the Humber and put men on the moon. In the wastes of Antarctica and in the crowded cities of Europe, among the fertile islands of the Pacific and in the desiccation of the Sahel, there are engineers at work. In the deepest parts of the ocean and out beyond the atmosphere the engineer will increasingly make his mark. For the most successful there is the possibility of rising to the top of industry and government and to have some control over matters which will affect the lives of millions.

The rewards are many: apart from monetary ones there are such things as the simple exercise of useful skills, the pleasure of creation, the joy of seeing the products of your labours being usefully employed and the knowledge that long after you have ceased working the lives of thousands will have been enriched by the way in which you chose to spend your life. Politicians will ultimately make the decisions, but it is the engineer who carries them out, and the alliance of the best of each of these vocations produces enduring monuments to the human spirit. Thanks to good engineers we can still enjoy the pyramids of Egypt, the temples of Greece, the roads the Romans made and the canals and bridges built by our Victorian fathers.

The DUF factor? Oh yes, it isn't entirely avoidable. There will be times when you are tired and dirty and wish that you had chosen the law or accountancy, but then you will think of Michelangelo and reflect, as no doubt he did, standing in the Sistine Chapel looking up at the ceiling and picking burnt amber out of his hair, that on the whole the DUF factor isn't all that important.



William Wray

## STUDENTS

First Prize - £500

William Wray.

Prize to Winning School - £500  
Cottingham High School, North Humberside.

Runners up - £250

Shauna McCormick, Friends' School, Lissburn, Co Antrim. Matthew Soar, Trant Collage, Nottinghamshire.

Consolation Prizes - £50

Richard Colthurst, Lancing Collage, West Sussex. Alastair Harrison, Hirst High School, Northumberland. Claire Handerson, Trent Collage, Nottinghamshire. Sarah Holman, Croydon High School, Surrey. Alan Shipman, Royal Grammar School, Goldford, Surrey.

## The competition was judged by

Lord Nelson of Stafford, Chairman, General Electric Company; Sir Richard O'Brien, Chairman, Engineering Industry Training Board; Terry Duffy, President, Amalgamated Union & Engineering Workers; Sir Peter Matthews, President, Engineering Employers Federation; Dr. Elizabeth Laverick, Deputy Secretary, Institution of Electrical Engineers; Ronald Stevenson, Director, Engineering Industry Training Board; Stuart McClure, Editor, *TES*; Bob Doe, Features Editor, *TES*.

All prize winners also received a copy of *The Times Atlas of the World*.





## REVIEW

# Not quite universities

What are the biggest drama schools up to these days? Hugh David investigates

Calling them schools at all is misleading. Few, if any, have formal lessons or specific entry qualifications; none can prove to have actually taught its students anything, and anyway attendance is not compulsory. Britain's drama schools stand alone and ever-so-slightly suspect among our institutions of higher education. Not quite universities, they are regarded with sniffy condescension or outright suspicion by many i.e.s (who award drama students at best only discretionary grants): old-fashioned ideas of fey, Wildean aesthetes struggling to attain that "RADA voice" die hard apparently, although - through necessity - actors and drama students are much tougher nowadays. Most are well aware that, in the words of the vice-principal of one school, "they're likely to spend the first ten years of their career performing in school halls and the back rooms of pubs - if they're lucky".

But whatever the employment prospects, there are still 17 recognized drama schools in this country, all of them many times oversubscribed every year. Some, like RADA (the Royal Academy of Dramatic Art) and the Bristol Old Vic Theatre School are venerable institutions with household names, others like the East 15 Acting School and Drama Centre are more recent arrivals. Between them, however, they train most of the actors entering the profession today.

Most, but not all. Neither Beryl Reid nor Michael Horder ever went to drama school. Nor did Roger Rees, Nicholas Nickleby in the recent RSC production and currently starring in Tom Stoppard's new play *The Real Thing*. Other untrained, "self-made" actors can be found at all levels of the profession; in the National Theatre company and the West End as well as in many regional reps.

Currently appearing in the long-running *No Sex, Please - We're British* at the Garrick Theatre, London, Peter Sowerhuts has had no formal drama training at all that he can remember. He entered the profession six years ago through TIE work with Spectrom and has since then been, as he puts it, "fairly constantly employed - for this business". But despite having played the lead role in Agatha Christie's *The Mousetrap* in the West End, there is still the lingering doubt that maybe he missed out on something by not going to drama school. Quite what, he doesn't know, but recently visited four of London's most prestigious with me in an attempt to find out.

At the Guildhall School of Music and Drama we sat in on a voice lesson. Lying full-length on the floor in one of the school's well-equipped studios, a class of first-year students were being taught breathing and relaxation exercises. The strains of Stephen Sondheim's *Merrily We Roll Along* were faintly audible from a rehearsal room next door as the class, hands on their diaphragms, concentrated on deep breathing. "These are simple exercises," the tutor explained, "things you can do in your dressing room before performances - or between performances."



Letting it rip at the Guildhall (above); putting on the greasepaint at Central (below)

The Guildhall has new, purpose-built premises in London's Barbican Arts Centre, right next to the RSC's London home. It is unique among British drama schools in having a close tie-up with the Company, one of whose leading actors, Tony Church, takes over as Director of Drama later this year.

"We're here to serve the profession," he told us, outlining a very practical-sounding training scheme in which Guildhall drama students are introduced not just to the nuts and bolts of acting through movement and voice work, studio productions and full public performances, but also to the sort of life they can expect once they go out into the profession. "Actors like Peter Barkworth come in here and work with the students, talking to them, telling them what it's like," he said. "And all our third year students have what we call a 'friend' in the RSC. A working actor who's like a personal tutor; someone they can go and find and talk to when they've got problems."

Peter Sowerhuts was very keen on this idea. "There's so much about the profession you just can't teach," he said later, "things most of us have to find out the hard way - silly things like you never, never go into someone's dressing room without knocking first. I wish someone had told me that!"

The Central School of Speech and Drama (the name is significant) has grown up in and around the old Embassy Theatre in London's Swiss Cottage. There, as Dr Tim Leggatt, the Deputy Principal told us, speech is almost more important than drama. As well as its highly-regarded courses in acting and stage management, the school also trains drama

teachers and runs a unique three-year course for speech therapists which has little or nothing to do with drama. "That's what makes us different," said Dr Leggatt. "We do have the best voice teachers in the country, but other than that we have no particular philosophy or ideology. The students get a bit of everything: movement, fencing, tumbling, and tap and jazz dancing in the third year."

The remaining two schools we visited, both centres of excellence in their own way, could not have been more different. Drama Centre operates from a converted Methodist church in north-west London. RADA, founded in 1904 by the actor-manager Herbert Beerbohm Tree, has imposing premises in central London. George Bernard Shaw's death mask



and portraits and mementos of former students line the entrance hall.

We arrived there in time to see some of a beautifully-spoken, beautifully-dressed production of *Much Ado About Nothing* in the school's Vambrough Theatre. "Don't want to sit through it all, do you?" asked Richard O'Donoghue, the administrator-registrar. "Come outside and we can talk."

Beneath a portrait of Peggy Ashcroft, Benedick's tones still ringing in my ears, I heard the purl and asked about that RADA voice. There used to be provincial "actor laddies" with vowels that could halt a taxi at a hundred paces. Were there still? "Heavens, no! You're going back years. The theatre's changed since those days, and we've changed too. At least, I hope we have. There's television, radio, the fringe... we've got to cover all that nowadays. But have a look round. See for yourself."

As we walked round backstage areas and reassuringly shabby workrooms - in one a lone fencer, in another a ballet barre and everywhere illuminated signs saying "SILENCE PLEASE CURTAIN UP" - the truth of O'Donoghue's words became clear. For all the oil paintings in the foyer and heard recording the names of Baneroff Gold Medal winners hanging on the staircase, RADA was moving with the times. While Shakespeare was playing in the Vambrough two modern plays both, according to the posters, very candid in their treatment of sex, were in rehearsal in the GBS studio.

Ancient or modern, Drama Centre student productions are never open to the public. Surprised, Peter Sowerhuts asked why. Surely the experience of an audience was vital for a young actor? "Yes," Paul Gillard the school's registrar agreed, "but until students have finished here they're still training. Our job, after all, is not just to teach them to act but to give them a way of working."

That last sentence sums up the difference between Drama Centre and the other schools we'd seen. Theirs was a pragmatic approach. Drama Centre's is a sternly methodological one, based on the work of Stanislavski and Rudolf Laban. It has little time for the ritzy, Shostakovich Avenue side of things, preferring Brechtian bare boards and white light. Real acting, in the words of the Centre's prospectus, consists of "stripping away artifice and pretence until we stand revealed, not in the glory of the flesh, but all the piteous inadequacy of the spirit." Classes in "action" and "analysis" are designed to bring this about - sometimes it must be said at considerable personal cost to the students, 50 per cent of whom leave before completing the three-year course.

"Yes, we're tough all the way through, probably the toughest of all the drama schools," Gillard admitted as we watched a netting class in what was once the church. On a stage where the altar indignantly stood, two girls were improvising a scene about a lost baby. The rest of the class watched intently. It was mid-afternoon, but classes continue until 7.30pm each evening, with rehearsal sessions every Saturday morning. "There's no other way," Gillard said. "The emphasis is on work; if it wasn't we'd never get everything in."

"Drama Centre has a lot going for it," Peter Sowerhuts told me as we left. "I've known some very good actors who've trained there, but you've got to be the right type of person - which, quite honestly, I'm not." So what had he learnt from the schools we'd seen? "Acting's about audiences; getting up in front of people and doing it. I'm in *No Sex* at the moment, but I've done fringe too. I played Woyzeck last year and the techniques are essentially the same. They're what drama schools should be teaching. I learnt it all the hard way, doing half a dozen amateur shows a year for 14 or 15 years before I came into the business. Drama schools can short-cut all that if they teach specific useful things; not so much how you analyse a play, but how you produce enough voice to get through it without shouting. Going round these schools has made me realize that the thing I should do even now is have my voice trained. If there was a school which just did that, I'd be there tomorrow."



## ARTS

## Radio Sounds effective

On April 1 the Radiophonic Workshop was 25 years old. The Workshop provides sound effects and background music, created on upside-down pianos, whistles, bells and synthesizers, for many radio and television programmes including most schools programmes. (All those sounds evoking magic carpets, swamps and jungles, leaping deer and stomping dinosaurs.) It celebrated its birthday by producing two radio programmes all its own. We also have sound buses (April 1, 11.15 am, Radio 4) and *Inferno Revisited* (April 17, 10.15 pm, Radio 4).

We also have sound houses told the Workshop's story, clearly and effectively, with equal parts of words and sound effects and music. Miss Daphne Oram, a sweet-voiced lady, told of her ambitions in the fifties to create new sounds for radio. She was rebuffed by a BBC engineer who said he had 100 musicians who could provide all the sounds he needed. Miss Oram joined forces with Desmond Briscoe and others to create the new sounds anyway, greatly aided by the just-invented tape recorder. Few people understood their aim "to marry sound and music" but play producers needed sounds to give the mood "behind the words" in new, experimental plays by Beckett, Pinter and the like and asked their help.

"The use of a flute or violin or a piano have a connotation which is inevitable. They were looking for unknown and unsuspected sounds that would provoke states of mind rather than associations..."

There were "radiophonic poems" too and attempts at something like the "music concrete" already "taken seriously" in France.

The "radiophonic unit", still consisting of the determined and dedicated Miss Oram and Desmond Briscoe and a few others, grew via an "electronic committee" into the Radiophonic Workshop. It was housed in its present-day premises in a converted roller-skating rink in Maida Vale. It made use of cast-off, out-of-date equipment and an ingenious engineer who constructed a multitude of "sound boxes" until the sixties when it began to do work for television and acquired a budget and some synthesizers. It evolved into the "service" providing sounds and

music and signature tunes to order, that it still remains.

Its present soundsmiths - eight "producers" under Desmond Briscoe - love their work but are full of doubts and discontents. The famous signature tune for *Dr Who*, composed by the Workshop 21 years ago, seems a curse as well as a blessing. So does other work for science fiction programmes. "Science fiction in a way was one of the curses of radiophony because it's one of the uses to which one immediately puts it..."

The way forward, they suggest, must surely be the way back, to the early days of creativity as well as "servicing". (Not that "creativity" in the sense of work on projects not "to order", has ever been abandoned utterly.) Yet what can really lie ahead? "It was in the nature of the work that pioneering early efforts to describe the indescribable in sound should turn before long into cliché. Try as they might the workshop composers found their products stereotyped."

We also have sound houses brought us almost to the present moment. It stopped short of the Workshop's acquisition of a powerful tool and symbol - a computer. This gives the producers new hope and promise by allowing "real" sounds to be used as speedily and easily in composition as sounds produced by synthesizers and seems to open up new paths to fruitful "sound and music" marriages. The first major work to be produced with its help is Peter Howell's *Inferno Revisited*, going out this Sunday. It takes us on a modern tour of hell, with Alec McCowen as guide, revisiting the spots described by Dante. One cannot help but note the aural clichés: eerie choral singing; "jungly" noises. The last part, relying largely on Alec McCowen's wonderfully menacing playing to the background sound of a "frozen" indrawn breath, is more gripping than the first, replace with sounds. The most effective moment is provided in a burst of splendid music, from an orchestra of 30 strings, describing daylight flooding into hell, revealing all the tawdriness of evil.

Frances Hill

## Out of the mouths of babes

Through Children's Eyes: A Fresh Look at Contemporary Art. Oldham Art Gallery until May 7, then Darlington, Barnsley and Hull.

Introducing classes of seven and eight-year-olds to modern art is a daunting enough task for the most experienced teacher but Helen Luckett, Keeper of Education at Southampton Art Gallery, has attempted something even more difficult. Encouraged by the spontaneous curiosity and ingenious enthusiasm of the very young, she got them to act as intermediaries between 14 often difficult works of contemporary British art and any number of suspicious or downright disbelieving adults.

The difficulties that the children faced can be seen and read in the exhibition. One idea, soon rejected, was to use delaying devices to get the alienated adults adequately involved and an echo of this is still visible in the presentation of David Nash's "Apple Table", a rough-

born platform that sprouts its own reminders of a once-natural life. Against its base, written in a child's hand, a notice recommends, "Kneel down and look underneath," but in the folders recording the children's discussions, one child has observed that, "Grown-ups don't like sitting on the floor".

They don't like reading folders of documentation either, least of all in the public spaces of municipal galleries (with or without comfortable chairs), and it is a major miscalculation of this exhibition to have expected them to do so. One of the most persistent paradoxes concerning modern art is that while most people demand explanations, an exhibition with an abundance of words will be rejected by the majority.

This is unfortunate, for the children's observations and comments quoted throughout the exhibition offer insights into the works on show that are quite without the tensions that often stand between contemporary art and its understanding. Some, of course, are no better than reading changing images in a fire but what more appropriate way could be found for introducing John Virtue's rectangular assembly of 45 black and white drawings than to suggest that it is "like an album" and "a good way of showing lots of views in one place"?

Michael Clarke

### OUTPOSTS POETRY QUARTERLY

Poems invited to future issues and/or annual Poetry Competition (to celebrate Outposts' 40th anniversary in 1983). Prizes will total £2,000.

Full details sent on receipt of S.A.E. to 72 Burnside Road, Walton on Thames, Surrey KT12 4AL.

## Voyage of discovery

Sophie's Choice. Empré, Leicester Square 15 (AA).

"I want to understand, Sophie. I want to know the truth." "The truth doesn't make it easier to understand, you know." Alan J Pakula's screenplay for his film *Sophie's Choice* is an exemplary adaptation of William Styron's novel, not least in its sensitive insistence on the difficulties of "understanding". At the simplest level, "understanding" is central to the plot, as the film follows the young writer Stingo through what he calls in voice-over a "voyage of discovery", his painful involvement in the summer of 1947 in the destructive relationship between the beautiful Polish Sophie and the charismatic Jewish Nathan. The film is about the gradual unfolding of a harrowing secret, and the growing understanding of the secret's implications.

Stingo, Nathan, Sophie. It's a three-hander, but there is no doubt which is the strongest hand. Meryl Streep is Sophie, a brilliant, breathtaking performance in a part that was well worth the clamouring she is said to have done for it. Equipped with a faultless Polish accent and her characteristic disarming smile, she takes every opportunity the film offers, and her close-up nananations (as one might have expected from the key scene in *The French Lieutenant's Woman*) are wonderfully moving. Meryl Streep has the remarkable capacity to convey on film the joy of being able to act that well.

Sophie's story of Auschwitz, shown in sepia, sub-titled flashback, dominates the film. Nothing the men could do could possibly counter-balance its impact. Peter MacNicol's Stingo, though, is a substantial



Nathan (Kevin Kline), Sophie (Meryl Streep) and Stingo (Peter MacNicol)

character, a dewy-eyed reactor with a flexible face and a warm Southern whine, whose defiant innocence and devotion to Nathan and Sophie (fortunately his "horniness" for Sophie is kept to a minimum) are profoundly important to the film. The main disappointment is Kevin Kline as Nathan. In trying to explain Nathan's attractions in the novel, Styron refers to Lenny Bruce and John Garfield, and the contrast with these pinpoints Kline's shortcomings: he isn't Jewish enough, funny enough or sexy enough.

Nathan is doubly disappointing when one considers Pakula's reputation (in *Kluge* and *The Parallax View*) for creating a disturbing aura of psychological abnormality. Nathan's "insanity" has to be revealed as though it could be a well-hidden secret which no one would suspect. Where Pakula's skills are

evident, however, is in his respect for the pace of the story and for the solipsism of the characters. The novel is about reconciling the co-existence of different sorts of reality - Auschwitz and America, for example - and Pakula sets the characters firmly in the "reality" they share, the rooming-house in Brooklyn. When they venture out, there are rarely other people around. It is, therefore, a period film without period razzmatazz.

It is also an Auschwitz film without gratuitous Auschwitz statistics, beyond Sophie's own experience of the camp. Pakula follows Styron in showing the utter disunity between Sophie's period in Auschwitz and her life in America. This makes for a disunited film, but its disunity is certainly thought-provoking.

Lynne Truss

## Crisis of belief

(in this case named Lee) is still at the centre of the action and Miller's own personal memories are still dominant, but the play does also range through society, and it also, unprecedentedly, shifts geographically away from New York for key scenes in Iowa and Mississippi. Miller sub-titles the play "a mural for theatre", and its documentary style recalls, Welland points out, the "Living Newspaper" project of the thirties.

The major disappointment of the play is that Miller employs few of his enterprising dialogue traits: the Jewish idiom that that one might have expected is deliberately kept down. Perhaps Miller was anxious to avoid self-parody, or perhaps it was part of a strategy not to let Lee's family seem too lovable, but

one has only to compare the recollection of Quentin in *After the Fall* of his father saying "Did they pass a law that kid can't get a haircut?" with Lee's father saying "Why'n't you get a haircut?" to see what has been lost.

*The American Clock* did badly on Broadway, one reviewer accusing Miller of being "a one-subject playwright". Certainly Miller will continue to revisit the same themes, but surely this play represents a refreshing break from the intense expository preoccupations of all of his work of the last 20 years. Though not among his best plays, it proves, as Dennis Welland says, that there are now "no grounds whatever for regarding Miller as a spent force".

LT

'Armageddon comes and we are in a place to which no picture has ever taken us before.'

PATRICIA ROUTLEDGE KEN JONES

# WHEN THE WIND BLOWS



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## BOOKS

## Paperbacks

## Traveller's tales

The Penguin Travel Library is a new, rather nattering looking series of reprints at £2.95 each. Among the first few authors is the legendary C M Doughty in the manageable form of *Passages From Arabia Deserta*, selected by Edward Gurnett from the 600,000 word Victorian original. It has to be approached with faith and determination, for it is written in a mock antique English, with enough Arabic words to fill a 10-page glossary. All the same it is a masterpiece. Geoffrey Greer's *Africa Dances* is based on a journey through central Africa in 1935, in company with a celebrated Senegalese dancer from Paris. He is an acute observer, sympathetic to Africans, and makes the smallest detail of his experiences come alive. He denounces French colonial rule, disapproves of missionaries, and includes an information section on native religions.

Hindoo Holiday is more static. J R Ackerley spent five months at a Maharajah's court in 1923 (in E M Forster's suggestion) and turned his recollections into a book some years later. It is helpfully written, in the form of a journal, transforming what must often have been an excruciatingly boring and uncomfortable visit into poetry and humour. Peter Fleming's *One's Company* is mostly about Peter Fleming, not surprisingly, since at the time of this journey overland to China (1933) he knew none of the appropriate lan-

guages. (Why *The Times* sent him as their special correspondent is not made clear). As he himself admits, it is superficial, and its smartness dates; but, as in most of his other books, one has to admire his capacity for physical endurance.

A Fortunate Life (by A B Facey, Penguin £2.95) is the autobiography of an Australian born in 1894. He taught himself to read and write, which accounts for the engrossing directness of his narrative. His life was not all hardship by any means, but the worst parts - his ill-treatment as an eight-year-old orphan farm labourer and his eyewitness account of Gallipoli - are harrowing. "No sir, there is no God," he writes, yet still considers himself fortunate. Edmund Campion, a Roman Catholic priest, does believe in God, although, as he explains in *Rock-choppers* (Penguin, £2.95) growing up in Australia as part of a strongly Irish minority church was pretty alienating. His book seems to have been expanded from a central essay, and is intended primarily for Australian readers, but has many valuable insights for the hierarchy in general.

Back in the another country, Hugh Brody sees change and decay in the west of Ireland in *Inbhlaithe* (Jill Norman and Hobbins, £3.95). This is a penetrating, understated and heart-breaking study of the causes and effects of depopulation on a lonely coast where the



Geoffrey Hindley's *Tourists, Travellers and Pilgrims* (Hutchinson £9.95) is a delightful piece of social history, starting with the first package tour in 1458, which was organized by a Venetian palmyr master to the Holy Land. Above, a mid-nineteenth century engraving.

women escape and the men are left to rot on the marginal farms they dare not relinquish. Their second cousins, the Cornish, whose prosperity depends too much on the English invaders for their liking, are expressing their nationalism by reviving their ancient language. The Cornish Language and Literature (P Berresford Ellis, Routledge & Kegan Paul, £4.95) is a scholarly and enthusiastic work which leaves no speculation unexamined. Records and tapes for students are now available.

The Falter Hook of Poems and Places (£3.50, with a glorious Cotton on the cover) is the kind of

anthology most of us would like to assemble for ourselves. Geoffrey Grigson should perhaps have limited each author to two poems: more Heredia, less Hardy, and why no Kipling? Last, and almost best, a reprint of a work which, as its author fondly writes "possessed the particular sense of well-being that comes, if I may be inhuman, when an author and his subject are perfectly matched". What more can one say about James Morris's *Venice* (Faber £3.95), except that it is indeed a jewel!

Bernadette Folliot

## Cosmic visions

The Smart-Intelligent Machine. By Adrian Berry. Jonathan Cape £7.95 H 224 11967 8.

Imagine if you can a single computer launched into space, carrying a self-reproducing program enabling it to multiply a million-fold in order to colonize the entire galaxy? Machines that grow in mass and strength whose ultimate task will be to physically reconstruct the cosmos and imitate the very nature of time? Is this the fantastic invention of a science-fiction writer or serious predictions based on the certain knowledge of technical progress? Adrian Berry has written a book in the context of which such a forecast cannot be totally dismissed. For him the supremacy of artificial intelligence is inevitable; history supports his theory that "an untamed species has to give way to another more intelligent than itself".

But we must start at the beginning, some 40 years ago, with the first "dumb" computer and the most simple program. Hereafter unfolds a fascinating account of the progress of computer technology, its major landmarks and most exciting moments, towards today's sophisticated machine capable of recognizing the human face and responding to the human voice. In the course of his survey, Berry demonstrates what the modern computer is capable of: summarizing newspaper stories, composing fiction, scanning a text for "interesting" detail and analysing it from different points of view, are just a few of its achievements to date.

Berry makes interesting "short-term" predictions along the way. Man should soon be able to save a great deal more labour; the electronic banking agency is already being planned and the crewless flightdeck is not far away. Government should be able to hand over to the computer some of its administrative functions: taxes and public spending, for example, or even the management of the World Bank. In the final chapters, he describes his "long-term" vision of mankind's future in the Universe - to which I have already referred - wonderful and stimulating ideas that stretch scientific theories to their limits.

In his introduction, Berry says that reading about computers should be fun. The subject should be both accessible and entertaining, and it is in this that his main achievement lies. The almost total absence of technical jargon and the use of simple analogies make this an excellent book for the non-specialist. Even the more doubtful predictions are substantiated by careful technical explanations that take nothing for granted. The style is always lively; Berry wants his reader to enjoy to the full a subject that he considers to be "rich with jokes and paradoxes".

His projections into the distant future are positively awe-inspiring, but it may be worthwhile reminding ourselves that, on the author's own admission, "the human brain is still some 12,000 times more powerful than any computer", to realize that there is still a long way to go.

Penny Turnbull

## Next week

Robn Buss reviews an important new study of bilingualism in education. F W J Hennings reviews a biography of Jean-Jacques Rousseau. Biddy Passmore reviews an apology for each of the three main political parties. French and EFL textbooks.

Hermann Peschmann

## Going underground

A Miner's Life. By David Douglas and Jod Krieger. Routledge & Kegan Paul £4.50.

My Uncle Jim used to go to a seaside convalescent home from time to time, a procedure for which he needed the signature of his doctor. "What am I going to put down on this form, Jim?" asked the doctor once. "What's wrong with you?" "Nay!" replied Uncle Jim. "You're the bigger wi books full of diseases. Pick summat out!"

In fact, Jim was a sufferer from the miner's dust disease pneumoconiosis. He died quite suddenly one other day, and for a week or so, no funeral arrangements could be made because there had to be a post-mortem to ascertain to what extent his death might have been hastened by the dust. Discussing all of this with my daughters, I told them what little I knew of dust in the pits and I supposed to them that it was a problem which had, "probably been sorted out these days."

Then, in the interval between Jim's death and his funeral, along came this book which tells in graphic terms of the way that modern machinery, and the methods associated with its use, still render

the underground air black and impenetrable. There was, for instance, one particularly dusty area of Hatfield Colliery:

The men are easily recognizable in the pit bottom at the end of their shifts since they are not simply black like other faceworkers but are caked in thick coal dust from head to foot, inches thick.

The slant of *A Miner's Life* is overt and unashamed. One author - David Douglas - is a coalfield worker and a member of the Yorkshire Area Executive of the NUM. Joel Krieger is an American academic who has written widely about the British coal industry and is an editor of *Socialist Review*. Their theme is that the general public has been seduced towards the kind of assumption which I had made myself - that the muck and sweat and danger belong in some way to a dark past. The Coal Board, suggest the authors, fosters the antiseptic image of the mechanized mine and the machine-mining collier, whereas in reality "The pit is still the pit" - a place where men work in vest and shorts and kneepads, squatting, kneeling, sweating, splitting and from time to time getting themselves injured or killed.

As Krieger suggests in his pre-

face, the book is "more double-outlined than co-authored". There are nine chapters - this is quite a small book - covering various aspects of life underground and of the strife in the industry in the seventies. Each writer says his piece in his own way, and it is never difficult to distinguish between them. Douglas has immediacy, tension and surface roughness: "And these aren't unusual conditions; it's common to have water down the pit, very common." Krieger is more the academic smoothie who knows a lot of thing words: "Technological differences were compounded by extraordinary geological misfortune." Each sets off the other very well, and the interplay between them does much to add to the book's attraction.

"This is a book to complement and to mid debating hate to all that say civil studies material about the world of work. It would have a nice 'click' in the next effect, too, placed among a display of Coal Board recruiting material. Somebody, after all, ought to tell the lads about the toilet facilities underground."

Gerald Haigh

## Paradise

Paradise Lost. By G K Hunter. Allen & Unwin £12.50. 04 800004 3. £4.50. 800007 8. Milton's Style: The Shorter Poems. Paradise Regained & Samson Agonistes. By Archie Burnett. Longman £8.50. 582 49128 2. £3.95. 49129 0.

Professor Hunter's study of *Paradise Lost*, welcomed in these columns when the still-available hardback edition was published in 1980, is a work of impeccable scholarship, multi-faceted in its approach, yet concerned above all to convey "the sense of power and liveliness" he found in the text. For him, enjoyment of the poetry is paramount; the scholarship must remain unobtrusive. For the academic specialist and the serious literary student alike this is a stimulating and valuable adjunct to the poem.

Hermann Peschmann



Marthe Hume's "Guide to the Greatest in Country Music". You're So Cold I'm Turning Blue (Penguin, £3.50) looks at every aspect of this perennial craze, and gives lists of books and records. Above, Patsy Montana's bill, which sold a million in 1936.

Kamini Knill

## Hamlet in khaki

Ivor Gurney: War Letters. Edited by R K R Thornton. MdnAG/Carcant £12.00. 0 85635 408 2.

"A dyspeptic fish out of water" was Ivor Gurney's view of himself as an army private (1915-18). He joined at 25; a Royal College of Music composition scholar, a poet, and a neuroathenia sufferer who had his first breakdown at 22. To be "killed or cured" by the war, to fix his "wandering thought", was a hope constantly expressed in early letters, sent mainly to Marion Scott (music critic) and Herbert Howells (composer).

Gurney wrote vivid letters full of intelligence, passion and humour about fellow soldiers, literature and music, coloured by self-mockery and grand statement: "Milton is one of the great men worth crossing the streets to speak to. Bach was worth a hungry pilgrimage to see". In the "thought-vacuum" of life at the front - "Ruined Tanks... against a flaring west of tomorrows wind and rain. A country like the last Hell of desolation" - he recorded experiences so that "men shall learn... what thoughts haunted the minds of men who watched grimly".

The scattered poems - "old ladies won't like them, but soldiers may" - evoke images of home (the "waste" "Glorious man"), of men, war and waste. Far removed from Brooke's "If I should die", they are frequently rough, rarely reworked, but are carried by energy of language and rhythm.

Although needing more annotation, these letters provide an absorbing insight into one man's war (to be read alongside P J Kavanagh's recent selection of Gurney poems and Michael Hurd's 1978 biography). Here is a struggling "Hamlet in khaki", wounded, gassed, shipped home and shunted between military hospitals; who spoke with Beethoven, fell in love, contemplated suicide but survived until 1937, the last 15 years in a mental hospital; a poet who never had his "revenge of Joy... on Life for all this".

Kamini Knill

## BOOKS

## Sampling science

Dinosaurs. Germs. Energy. Antares. By Isaac Asimov. Longman £2.75 each. The Elements. Air. By David Lloyd. Illustrated by Peter Vischer. Fire. By John Satchwell. Illustrated by Tom Simpson. Methuen Walker £3.95 each. Help Yourself Books: Science Can Be Fun. By Keith Wicks. Illustrated by Pavel Kostal. Macmillan £2.95. Science Club: Light Fantastic. By Philip Weston. Illustrated by Clive Scruton and Ronald Fenton. Super Motion. By Philip Watson. Illustrated by Clive Scruton and Elizabeth Falconer. Amalgam Air. By Henry Smith. Illustrated by Barbara Firth. Rosalinda Kightly and Elizabeth Falconer. Liquid Magic. By Philip Watson. Illustrated by Elizabeth Wood and Ronald Fenton. Methuen Walker £3.95 each. The Young Scientist Investigates: Heat, Air, Electricity and Magnetism, Water, Rocks and Soil, Light and Colour. By Terry Jennings. Oxford University Press £1.50 each.

Although every one of the books in this sample would quite properly claim to be concerned with interesting children in science, each does so in a different way. In this sample there is one series which demonstrates the considerable power of the narrative form; one seeks to woo mainly through the medium of luscious and exotic pictures; another two emphasize the active involvement of the reader; yet another, while purporting to adopt an investigative approach, is in reality the most didactic of this collection.

The history of science has its own fascination, and who better to unfold the story than Isaac Asimov, that well known wizard of science fiction and lewd limericks. In these four examples from the "How we found out about" series, Asimov displays his considerable gifts in locating and exploiting the truly

dramatic elements in the development of science without at any time distorting the facts. Indeed he is able, through clever use of the storyteller's art, to present phenomena of considerable complexity in such a way as to facilitate understanding. Which, after all, is what a good story can do, particularly admired *Germs* and *Dinosaurs*, in both of which I was absorbed from the very first page. These little books (around 50 pages) will make an attractive addition to a school reference library, since despite the "story" format, each contains an excellent index. One point worth noting is that despite the clarity and simplicity with which events are described and explained, Asimov does not "talk down" to his reader. Which means that all but fluent readers will have to struggle with some of the language.

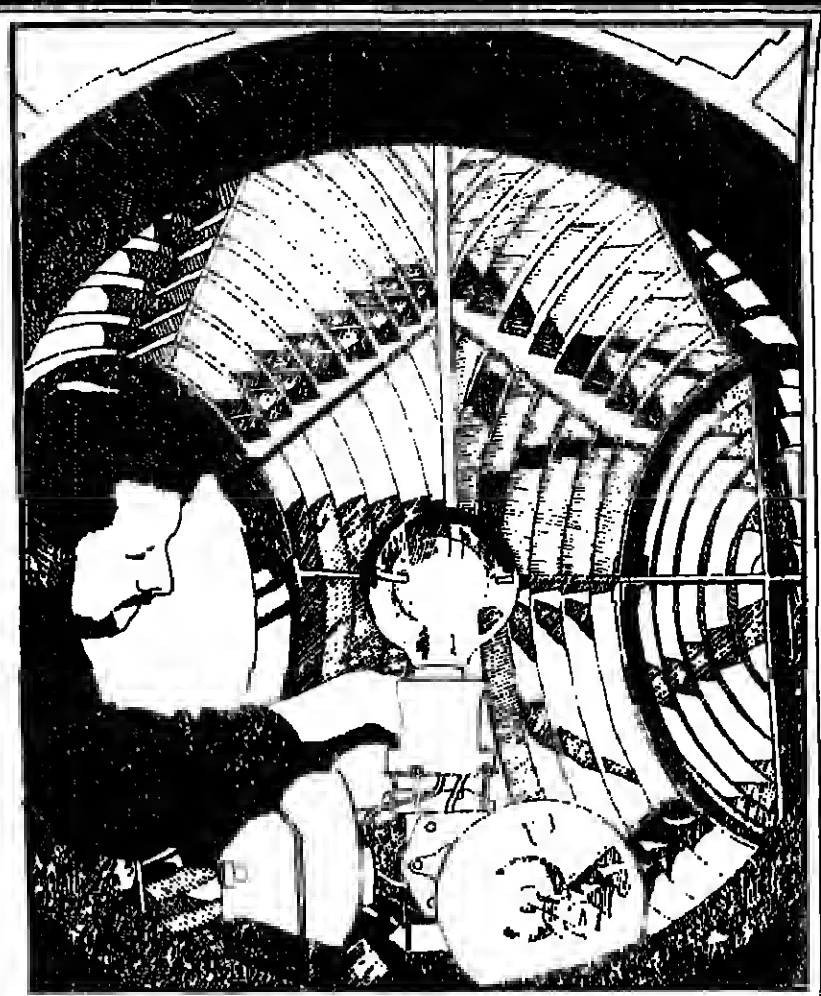
*Air* and *Fire* are two titles from Methuen Walker's "The Elements" series, and it is fair to say that their appeal is to the luxury end of the market. Both are beautifully, on occasion breathtakingly, illustrated by Peter Vischer and Tom Simpson respectively. The accompanying text is accurate as far as it goes, but of slight significance, especially when compared with the illustrative material, and will probably be very quickly skipped over by most young readers. Very appealing to the browser, but likely to be rejected, tearfully, by all but the most affluent of schools. At nearly four pounds for about twenty-four pages who could blame them? A nice opportunity for parents and other relatives to indulge their kin.

Another series which will probably find its way into more homes than schools, though for different reasons, is "Science Club". Four very familiar topics, Air, Light, Liquid and Motion are severely treated in each of four brightly coloured volumes. The emphasis is strictly on children carrying out experiments, and should serve to keep them gainfully occupied for hours. All the experiments are worth doing and, helped by excellent illustra-

tions, can be carried out with a minimum of adult supervision. Parents should, however, be prepared to spend a little money and time on getting together the necessary supplies. Good value for parents who want their children to be actively engaged in things scientific, and extremely useful for teachers as a source of worthwhile experiments.

*Science Can Be Fun* is one of a new series from Macmillan with the title "Help Yourself Books". It attempts to cover a huge range of science activities in the space of thirty pages, so the treatment has to be rather selective. The emphasis is, again, on doing things rather than reading about them, and each "experiment" is quite adequately explained with the assistance of well devised illustrations - in two colours only, presumably to save cost. Some of the activities seem rather trivial, albeit time consuming, and there is little attempt at inviting hypotheses or possible explanations from children. It could therefore result in "busy work" without much scientific purpose. Which is not to say that many children would not be happily absorbed.

From Oxford University Press come six volumes from their series "The Young Scientist Investigates". Intended for the junior school age range, these books are attractive, well produced, with excellent illustrative material and a cogently written text. However, I think the title of the series flatters to deceive. To be sure, the young scientist does investigate, but this does not emerge as the main thrust of these books. In fact, the format reminds one of nothing so much as that hoary old badge about the formal class lesson: "First you tell 'em; then you tell 'em what you've told 'em; then they tell you what you've told 'em". In the case of this series, one might add: "And if there's any time left then you can draw a picture". This may appear to condemn the whole series out of hand, and one certainly would not wish to do that, but the publishers would do well to compare the overall title with the content.



An illustration from *Lighthouses*, by Don and Margaret Macpherson (Hushmillan £3.95), which examines the past and present of these "symbols of hope, comfort and romance" from many angles. *Hush's Travels on a Barge* (Collins £3.95) covers another aquatic topic equally pleasantly for a similar (8-10) age-group.

Each book has two sections, in each of which the reader is presented with chunks of information, some dryly factual, some quite excitingly so, and all in gorgeous technical detail. After about ten pages of this there is a test ("Do you remember?"), followed by a series of suggestions ("Things to do" and "Experiments to try") for three or four pages. These pages are not given the all colour treatment and tend to look rather dreary by comparison.

This pattern is then repeated. It would be unfair not to compliment the author, Terry Jennings, on some very good suggestions for experiments. And one applauds questions such as, "Why do you think this is?" and "How do you know?" As an information resource there are many rivals, and the usefulness of the series on the library shelves is quite severely limited by the omission of an index.

Philip Hych

## Alternative frameworks

The Pupil as Scientist? By R Driver. Open University £5.95. 0 335 10178 X.

The preconceived ideas or "alternative frameworks" held by children about the world in which they live are often at variance with the scientific theories that a teacher may wish to present to them in the laboratory. Examples of these "alternative frameworks" are liberally sprinkled throughout this book to demonstrate how they affect a child's observations and the interpretations based upon them. If one wishes to teach scientific ideas successfully it is important to begin from the point of "Where are you now?" and develop a cognitive structure that will assist in the unlearning of the "wrong" preconceptions and lead to the understanding of accurate subject matter. Thus, in simple terms, runs the argument through this interesting book.

The author sets out in the first chapter to develop her theme by pointing out the fallacy of the inductive approach to science teaching. Following chapters stress the necessity for observation with purpose and the need for the child to back his or her experience with imagination. Despite the teaching children receive in school they hand on to their "alternative frameworks" and time is needed to alter these misleading preconceptions. A summary of the work of Jean Piaget takes up much of chapter six because the author feels that this psychologist has made a major contribution to the understanding of children's thinking and the relationship between age and the development of "structures of thought". The use of

logical and intuitive thinking is discussed in the next chapter, suggesting that where there is a conflict between the two the latter wins. The final chapter takes theory into practice, followed by a fascinating extract in the Appendix from a seminar paper on semiotic thinking in adolescent science students, presented at the University of Paris in 1978.

I found this controversial work compelling and thought-provoking. Despite its "psychological" approach, which some may find off-putting, it is very readable, not too long and offers some useful suggestions to all concerned with teaching science in secondary schools. It should certainly find its way into staff room libraries and the hands of student teachers, where it will, no doubt, initiate some serious debates.

Jean E Baron

## Producing clear sounds

How Now Brown Cow? A course in the pronunciation of English. By Mimi Passmore. Pergamon £4.50. 0 08 025354. 3 cassette (available April 1983) £19.50.

Intended for people studying on their own (who will have to wait for the cassette) and also for classroom use, this book has 58 2-page units, 40 on particular sounds, the others on aspects of connected speech. The author's brief explanation and advice on producing each sound is clear, but she has not been well served by the illustrator, whose line drawings of mouth positions are caricatures. Words containing each

sound are usefully grouped according to spelling. There are minimal pairs for ear-training and practice; particularly good are the sentences contextualizing minimal pairs eg "We're going to live/leave here very soon". Other welcome features are the varied exercises training the listener to distinguish between sounds, and the regular attention to stress and rhythm. Less welcome is the preponderance of proverbs and other old-fashioned sayings among the practice sentences, which perhaps accounts for the odd title of the book. There are good units on linking, weak forms and the use of intonation to mark new information. Intonation patterns are dealt with rather idiosyncratically.

The left-hand pages are attractively laid out and easy to use, with answers printed upside-down at the bottom of the page. The right-hand pages are much less successful. Most contain a dialogue, an illustration and blank space which could profitably have been used for more practice material. I found the dialogues disappointing, and often whimsical: a dead woman into a box, a train driver whose throat is crushed under a crate. I longed to find people doing ordinary things instead of discussing the relative merits of rabbits and frogs, planning bank raids, or being abandoned in the jungle.

Clare Fletcher

Children's literature  
Vampyre hype

The Darkangel. By Meredith Ann Pierce. Collins £5.95. 0 00 184149 1.

It's a pity that Meredith Pierce's first novel is being given a mini-hype. It would be easier to acknowledge its real strengths if not forced to quarrel with the hyperbole of phrases like "close to perfection in technique" (Andrew Norton) and "a spell impossible to resist" (blurb). In style, it is almost unreadable, a mixture of the romantic novelist's clichés - "her mistress's proud grace" and "she gave a long, low cry of revulsion and swooned" - and a post-Hopkins devotion to the hypnoe - "self-sure", "mocking-merry", "night-winged" and "white-golden".

The plot, set on the moon, tells the story of a servant-girl Aerial, who plans to avenge her mistress, who has been abducted by the Darkangel. He has "married" in this way 13 girls and drunk their souls; Aerial must destroy him before he makes her the fourteenth and becomes a fully-fledged vampyre, able to join his six step-brothers in ruling the world. Names, symbols and events are eclectically ticked on to this frame. There's a goddess called Ravenna and a king called Imhril (a pun on Tolkein). Aerial's village is ruled by a satrap and a synde and the women wear saris.

The Darkangel's dead but undying wives are straight out of Duke Bluebeard's Cattle until there are many other clues from sources as varied as C S Lewis and Wagner's *Flying Dutchman*. ("The Dark Angel" is a poem by Lionel Johnson, written

nearly a century ago.) It is difficult to decide whether Meredith Pierce is widely-read and cheeky or ignorant of all these resonances. She does seem to believe that if you change a word's spelling, as in "vampyre" and "lyon", you immediately create an atmosphere of remote mystery. This cliche just finds it irritating.

It is in the portrayal of the Darkangel himself, also known as "an icarus" (sic) and a vampyre, that the novel is weakest. In his full state he is never more than petulant and good-looking and after his redemption by the courageous Aerial, he dwindles to nothing. And I recognized that vampyre as soon as he smiled at her, "a cruel smile that even in its cruelty was beautiful". Call himself icarus, or darkangel or what he will, he is just the same sardonic rake that dominates Regency romances, usually named Dominic or Gyles, who is reformed by the love of a woman he professes to find unattractive. Another bad case of Cinderella and Prince Bontidi.

Actually, it is Aerial who is the book's best creation. She is a genuinely brave and resourceful girl, initially uninvited by loyalty and love for her mistress and her inexplicable weak spot for vampyres raises her to heroic heights. The end is left open for an obvious sequel: *The Darkangel* has "put one into a trilogy" written all over it. If Meredith Pierce is not so overcome by lurches that she is tempted to rest on them, the next one might really deserve the prize so extravagantly lavished on this rather phoney beginning.

Mary Hoffman



## RESOURCES

## Microdots, mobiles and models

John Barker reviews biology equipment

**Harris Microdot Kit M 83101/9**  
Price £5.50  
Philip Harris Biological, Oldmixon,  
Weston-super-Mare, Avon BS24,  
9BJ

**A Freshwater Food Chain Mobile**  
Price £1  
The Warden, Centre for Life Studies,  
Zoological Gardens, Regent's  
Park, London NW1 4RY

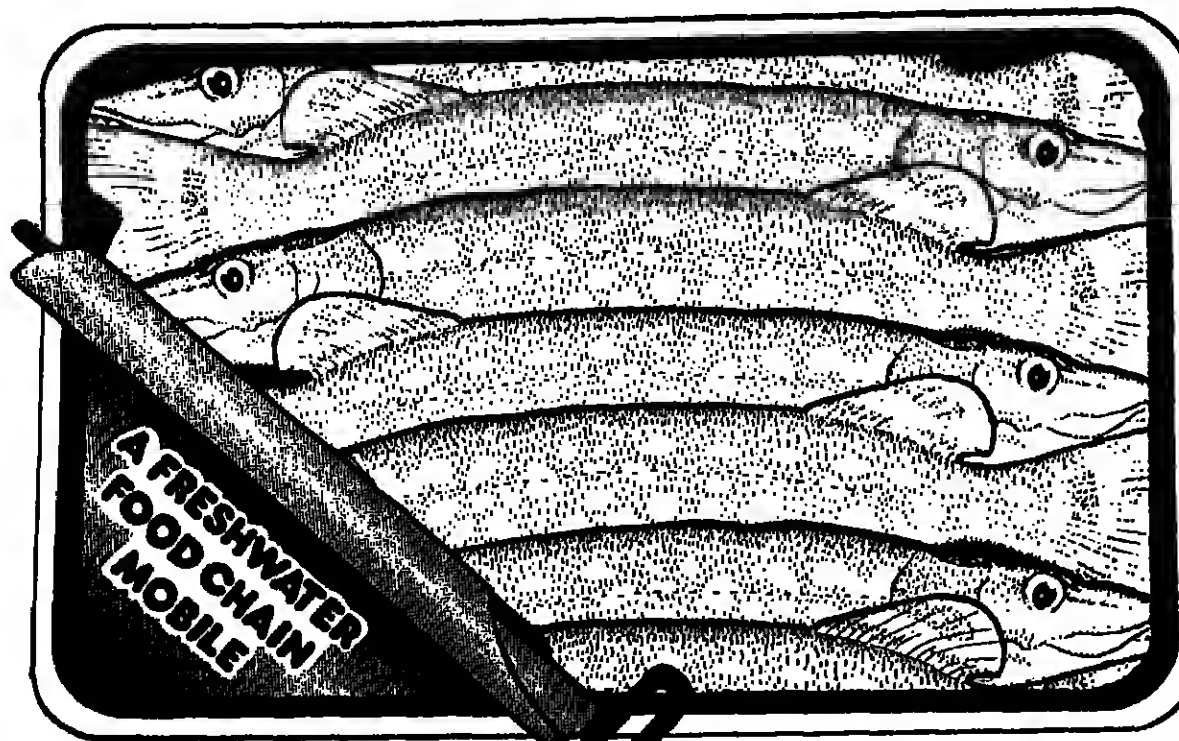
**Anamods models**  
Price £6.90 each  
ZKP-400-5 Brain, life-size adults  
ZKP-410-1 Ear, approximately six  
times enlarged  
ZKP-420-E Eye, approximately six  
times enlarged  
ZKP-430-U Heart, life-size adult  
ZKP-440-N Lung, life-size juvenile  
ZKP-450-G Liver, half size adult  
ZKP-460-W Kidney, life-size adult  
ZKP-470-P Male reproductive system  
life-size  
ZKP-480-Y Female reproductive  
system, two-thirds life-size  
Griffin and George Ltd, Gerrard  
Biological Centre, Worthing Road,  
East Preston, West Sussex BN16  
1AS

This article looks at three very diverse types of model. The first is a model system to help pupils use a microscope for the first time. Intriguingly it's called the Microdot but it is not a spy kit!

Most pupils are excited when they come to use a compound microscope for the first time. However, they soon find that it is a sensitive and difficult instrument to use properly. Many in fact, never learn how to get the best out of it, rather like the cyclists who are in top peddler's they waste their energy! The Harris Microdot Kit, designed by Alan Cadogan, of the Department of Education of Bristol University, is to help pupils become proficient with simple microscopy.

It consists of three strips of film, each with a series of 10 identical designs upon it. These strips are to be cut up and each section mounted, either between two microslides, or using a microslide, mounted and cover-slip. There are also two strips of film, each with five circles containing a 10 mm long micrometer scale, numbered at 1 mm intervals and divided into 0.1 mm subdivisions. A set of teaching notes is included.

The first strip of film, Microdot, is simply a series of circles with the letter 'a' in the centre. The 'a' is used as a test object for practice in centring images seen in the microscope, focusing and getting used to the direction of movement of the image when the slide with the object is moved on the microscope stage. The second strip B, has four diagrams of micro-organisms, each from a different major group such



as a bacterium and a protozoan, in the circle. These objects are used to practice searching a slide and in making a drawing of the image seen. The third strip, Microdot C, contains the numbered titles of the organisms used in B, the number of the title and the drawing corresponding.

The micrometer scales, Microdot C, are designed to be used in two ways. A number can be cut out using a pair of scissors, or better a correct sized sharp cork-borer. The eyepiece is then unscrewed and the circle fitted inside at the field stop. This produces a micrometer eyepiece. Another scale can be mounted on a microslide to form a micrometer scale.

It is, then possible, as the notes explain, to calibrate quite accurately the eyepiece scale and then use it to measure the size of images seen with the microscope. The notes amplify the use of all the "microdots" and, in addition, include a simple straightforward account as to how to set up a microscope in order to get the maximum benefit from using it.

This is a very simple kit and like many simple ideas will be very useful in the laboratory for introducing pupils to the use of the microscope. One kit will provide almost enough microdots for ten microscopes, though it is a pity that 12 rather than 10 scales were not provided. Twelve would have permitted 10 microscopes to be fitted with micrometer eyepieces and two micrometer

scales to be made up - about the right ratio of eyepiece to scales. Perhaps the designer and the firm will consider producing a second kit to help pupils in using the microscope for specific purposes and examining real objects.

The second model, the Freshwater Food Chain, is interesting in two ways, first because it clearly links biology and art, and second, it introduces a novel way to develop understanding of an ecological concept: the food chain. It is made up of a series of A4 sheets. These consist of a seven-page booklet of background notes. The notes discuss the basic framework of a food chain and then provide notes on each of the organisms included in the model. Then there is a set of instructions for construction which include a diagram of the completed mobile. Six sheets of thin printed card illustrate the organisms, these drawings have to be cut out. A drawing is produced for both sides of the organism so that these have to be assembled and stuck together. They are then attached to threads of appropriate lengths and joined together to form the mobile.

Before doing this the mobile can be made more attractive and impressive if the drawings are appropriately coloured - the background notes and the listed reference books will help here. The mobile includes organisms for all trophic levels. Producers are represented by phytoplanktonic algae; primary consumers by *Daphnia*, *Cyclops* and the phantom midge larva; secondary by the roach, stickleback and perch. Finally, the pike represents the tertiary consumer as the top carnivore in the food chain.

An indication of the small size of the primary consumers is indicated on the drawing. It would have been useful to have also provided a means of demonstrating the microscopic size of the algae, if only by giving the magnification of the specimens illustrated in the drawing. The mobile is easy to cut out and assemble. If set up according to the instructions it will hang a distance of approximately 750 mm. I hope that this is only the start of a series of similar mobiles illustrating other food chains. At the current price it is excellent value for money and a thoroughly recommended buy.

The final item is a set of mini anatomical models, Anamods, which are DIY semi-3-D representations of various organs of the body. Nine models are available, but for this article two models, the lung and ear, were constructed.

The model comes in a small pack which includes a folder of notes which provide in outline details of the structure and functioning of the organ, an identification chart related to the model and a series of discussion points/questions. The model is on a sheet of plastic, 225 mm by 185 mm, and its stand is built up from a sheet of black plastic. A page of instructions to build the model and its stand is provided. The models took, from opening the pack, between six and seven and a half minutes to complete. The constructed model can be taken apart quite easily for storage.

Construction is very easy, the parts are pre-cut and only held in place by small uncut tags. They can be simply pushed out. Using the diagrams provided the pieces can be carefully orientated and pushed into place, slots and tabs holding the parts together. In both cases the

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## Blood and guts

## Circulation and Respiration

Set of 31, 35mm colour slides: £18

Bone and Muscle

Set of 29, 35mm colour slides: £18

Both sets also available as full-frame filmstrips, £11 each, including teaching notes.

Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon, BS24 9BJ.

These are two sets in the Philip Harris new series of Human Biology slide/filmstrip sets. The other two titles, in the same format are *Nerves, Senses and Skin* (TH.32), and *Kidney Reproduction and Gut* (TH.33). Additional copies of the teaching notes, written by John Kugler, cost £2 a set.

The *Circulation and Respiration* set includes slides illustrating the various components of the blood, structure of the thorax, lung, heart, various types of blood vessel and the respiratory passages. A wide variety of material is included ranging from scanning and transmission electron micrographs and diagrams to photographs of anatomical models and angiograms.

The set includes material not currently available elsewhere, for example the angiograms noted above. These are x-ray pictures illustrating the pattern of blood vessels in a region. In this case slides of the human pelvic region and of lymphatic vessels.

model had only three parts. The stand is also easy to construct.

When complete the ear model measured 150 mm in height, 140 mm in length and 130 mm in breadth, approximately six times enlarged. The lung model was of similar dimensions, but half in weight. The model is constructed of washable vinyl and is printed in full colour. The parts are numbered for reference using the identification chart. On this chart a word guide to pronunciation is provided, the structure is described and the brief details of its function provided. The drawing of the model is more a drawing of a model than an illustration of the real structure. However, it does enable you to clearly relate the different parts to each other. This would be particularly useful, as in the case of the ear, to develop an understanding of the interrelationships of the semi-circular canals. Although the vinyl is stout, an enthusiastic pupil might soon give the organ an interesting new shape.

The notes in the folder give a reasonable account of the structure and functioning, although those in the lung use an unacceptable definition of respiration. The discussion points/questions varied in the two samples. Those for the lung included making a bell jar model, testing exhaled air for carbon dioxide, and information on the terms used to describe lung functioning. Rather a hotch-potch of ideas, and of great value. The material on the ear was more coherent, involving information on the range of hearing, deafness, and vertigo. It concluded with a simple test for the sense of balance.

These Anamods models compared with normal anatomical models are very cheap, but because of their small size they would be of limited use for class demonstration. However, they could be valuable for individual and small group work - such as in a circus of activities. Further, because parts are identified only by a number they would be valuable for revision and testing.

Griffiths suggests there should be a teacher for every 15 pupils (the exhibition spaces are small) and that at least an hour should be allowed. A questionnaire suitable for sixth formers is available and there are plans to devise some worksheets.

Open daily 9.30am-5pm, Sun. 12pm-5pm. Adults £1, students 75p. Please book school parties. Free catalogue. Trust can arrange for talks in meeting room which holds 50. Tel. 01-943 2277.

## MEDIA

## Built-up areas

by Peta Levi

"The Care of Buildings" is a recently opened permanent exhibition in the South West wing of Hampton Court Palace. Visually lively, it illustrates how different buildings of all ages are constructed, the problems that arise, how to spot them and how to prevent or cure them. The exhibition has been created by the Building Conservation Trust, founded three years ago by a group of individuals and professional organisations who were aware of the growing interest in conservation and were concerned by the increasing demands on Britain's existing housing stock, particularly following the reduction in house building.

The exhibition is aimed at the general public, though a good deal of technical information is available. So far the school groups that have visited have tended to be students of home economics, domestic buildings studies or craft, but the exhibition would be of general educational interest to anyone over the age of 15. John Griffiths, the Trust's director, says, "Whether a young person is going to live in a bed-sitter, a converted Victorian flat or a modern semi-detached house, he or she is largely ignorant about how to conserve energy, reduce noise, avoid fire hazards, re-design spaces, let alone spot dry rot or woodworm, or realize the effects of condensation from a boiling kettle or simply appreciate the speed of decay and the resulting rise in repair costs.

The exhibition clearly shows the reasons why buildings are constructed in certain ways and the importance of allowing buildings to breathe. Full size mock-ups show good and bad examples of maintenance such as roofs and roof spaces, the effects of condensation in a badly ventilated kitchen, several types of window - their typical problems and appropriate remedies - and much more.

Griffiths suggests there should be a teacher for every 15 pupils (the exhibition spaces are small) and that at least an hour should be allowed. A questionnaire suitable for sixth formers is available and there are plans to devise some worksheets.

Open daily 9.30am-5pm, Sun. 12pm-5pm. Adults £1, students 75p. Please book school parties. Free catalogue. Trust can arrange for talks in meeting room which holds 50. Tel. 01-943 2277.

## Comfy play

*Positions for Play* is a helpful booklet on how to make handicapped children comfortable and safe while they are playing with their toys. Although the normal child automatically gets into the best position, those who are not totally mobile are likely to need help.

There are brief, straightforward notes on lying, sitting and standing with sketches showing the most suitable positions and those which should be avoided. Useful aids are also included, either with simple instructions for making them or details of where they can be bought.

Written by an occupational therapist, Alison Wisbeach, the booklet costs 95p from the Toy Libraries Association, Seabrook House, Wylyott Manor, Dorkes Lane, Potters Bar, Herts.

## Orchestrations

Three study packs, on Jazz, the Symphony, and Orchestration, have been produced by the Open University. Each pack, says the University, examines its subject in detail with cross-referencing between the recordings, scores and written text. They contain specially originated or recorded material. All three are available now. Orchestration and the Symphony cost £10 each, and Jazz, £15.

Further details and order form from: ASCO, The Open University, PO Box 76, Milton Keynes MK7 6AN.

These articles are commissioned by Chelsea College Centre for Science Education

## Rallying to the visual challenge

Derek Wyatt surveys sports videos

There are broadly three categories of sports videotape. The first is concerned with the history of the sport, for example *Soccer: The Games of the Century* (VSA) or *The History of Golf* (IPC). The second illustrates particular events such as Wimbledon 1982 (IPC) or *The People's Champion 1982 World Professional Snooker Championship* (BBC). But it is probably the last section that will be of interest to coach educators, because it is devoted to the Teach Yourself idiom.

Sports videos are at the bottom end of the video industry. To date about 20 companies have produced approximately 250 titles. The largest number produced of one sport is close to a hundred (motor racing and soccer (30 and 27 respectively). Costs vary considerably. Thorn-EMI recently announced substantial price reductions and now the recommended retail price for their sports series is £19.50. It is expected that this will have a knock-on effect.

Horst Dassler, managing director of Addids, remarked that "International sport is an image builder or a show business event". This is more than borne out by the sports videotapes. The format adopted by most producers has been to hire an international sporting celebrity who then effortlessly shows the beginner how to become an accomplished player within an hour.

Perhaps this is an unfair criticism, but the problem in this Teach Yourself approach is in trying to satisfy the beginner as well as the person who has the basic skills but wants to go on and develop them. Teachers will need to review the tapes carefully. In some cases there is too much information to comprehend. Quite the best tape avoids all the glitzy and just asks a professional coach, Derek Horwood, to take a class through his paces in *Play Tennis* (BBC). Of course, the beauty of video is that you can replay the important points over and over.

For the effective coaching of a sport, the sifting of the video player is critical. It is no good for children to watch a video and then have to trek 10 minutes to the nearest playing surface. Ideally, the recorder needs to be lodged in the sports hall or the gymnasium.

## Coloured toothbrushes

by Frances Farrer

TELEVISION  
Acting with Anna  
Friday, 5.15pm  
Square Pegs  
Saturdays, 6pm  
Channel 4

The idea of children acting conjures up several types of horror, among them the glossy, precocious little professional and the inaudible, over-the-top amateur. At least Anna Scher's Children's Theatre produces neither of these. Ms Scher, now a very famous person, provides evening and weekend courses for keen London children. The children, as shown in *Acting with Anna*, become confident and articulate.

Each of the six, 10-minute programmes in the series shows one of Anna's classes, revealing swift word games, a lot of improvisation, some storytelling, very little movement and no music. The games develop observation and memory; in one of them you have to find out six things about a person in the class, in about 10 seconds, and then repeat them. For some reason the colour of each others' toothbrushes came up rather often.

This is good fun and viewers at home might want to join in, but

Not all schools will be able to afford their own sports video library. Public libraries have not, as yet, moved into this area. Local education authorities might be persuaded to run a hiring scheme. It will be a matter for local pressure. Some schools will have already devised a scheme or even made their own sports videos. In which case let's hear from you.

Below then are a few reviews of videos in the Teach Yourself category.

**How to Boardwalk**  
Thorn EMI  
50 minutes VHS and Beta

Board or wind surfing has grown to such popularity that it will be in next year's Olympic Games. Dec Caldwell, the European Champion, shows how easy it is to progress from the beginners stage to somersaults in 50 minutes! As one who has taken two hours to gain my confidence and be able to stay on for more than five minutes, I found this a bit difficult to accept. Much more time should have been given to the very basic techniques. Unfortunately, the script matches the Red Sea location: dull and lifeless.

The real problem is how to go from the video recorder to the real thing without forgetting the salient points.

**Play Tennis**  
IPC 25 minutes  
VHS and Beta  
Better Tennis. Part I, Strokes and Techniques  
EMI  
98 minutes VHS and Beta  
Play Tennis  
BBC 110 minutes  
VHS, Beta and V2000

*Play Tennis* (IPC) is an American production which covers the serve, backhand, forehand, lob, volley and return of service. There are some useful slow-motion techniques and sensible tips from players such as Dennis Ralston and Rosemary Casals. All this is covered in 25 minutes.

Better Tennis is introduced by Jack Kramer, and again includes Dennis Ralston... as well as Arthur Ashe, Roscoe Tanner, Stan Smith and Brian Gottfried. Most of the players emphasize the importance of the backswing.

Unfortunately there's no means of doing so. It seems most unlikely that anyone would watch more than two programmes in this series, because they offer very repetitive viewing.

One or two disturbing doubts creep in behind the fun and frolic. The first concerns the extent to which Anna is herself playing the star with a conscience. The second is the heavy moral tone of many of the games, eg improvisations starting with accusations of lying or not working hard. One more is the fact that none of Anna's pupils, who were at the preview, had the slightest idea that professional acting has pitfalls.

Not the least of the pitfalls can be employment itself, as is shown by watching the unfortunate cast of *Square Legs*. Described as a college comedy series (a claim backed by almost constant canned laughter) it's an attempt to rework the old formula in which two socially disadvantaged high school freshmen with teeth braces and lunch boxes attempt to get off with the most desirable members of the opposite sex under the noses of their more dashing peers.

Despite the talents of many of the teenage actors, and one or two

tance of experimentation - "find out what is best for yourself". All the basics are comprehensively covered, as well as those little extras like the two-handed backhand, the half-volley, the dropshot and the smash. A tape to be used gradually over a whole term.

*Play Tennis* (BBC) - also no Dennis Ralston, just Derek Horwood - is the best video without a doubt. A group of youngsters are taken through the basics, from how a ball bounces to how to overcome difficulties in holding a racket, to "kneeling down volley practice". The BBC with its usual thoroughness has produced a book to accompany this videotape.

**Soccer Tactics and Skills** tape 1  
Volumes 1 to 7  
VHS 50 minutes, except Vol 2, Passing and Support, 25 minutes  
Thorn EMI

These are wonderful value, and full of advice for the young and not so young soccer player. Dave Sexton, Bobby Robson, Ron Greenwood and Don Howe are just some of the coaches responsible for this series which covers, Creating Space, Passing and Support, Attacking in the Attacking Third of the Field, Shooting, Goalkeeping, Defending, and Declining and Attacking from Free Kicks and Corners. A host of top players including Luther Elisselt, Trevor Brooking and Peter Shilton are used to demonstrate the practices, which are interspersed with excerpts from live soccer matches. Strongly recommended.

**Athletics**  
Guild Home Video, Woodston House, Oundle Rd, Peterborough VHS

A compilation cassette consisting of High Jump (12 minutes), The Long Jump (10 minutes), Hurdling (12 minutes), Middle Distance Running (12 minutes), Relay (12 minutes) and Sprint (10 minutes).

This is another quite outstanding series. A superb combination of practice and competition clips. Each section has advice from the top athletes and plenty of gym practices to enable the keen ones to improve their style in the winter as well as summer months. Excellent value.

**Music in Time** (Sunday, 19.15 Channel 4)  
Sixteen episodes recount the history of music in the western world from the dawn of civilization to the present day. Here, James Galway shows how early man's use of sound helped him survive and then became a part of his life in the form of music.

**Men of Science** (Monday, 12.30 ITV)  
A series of interviews with six major scientists about their work and ideas. Professor Ian Fells of Newcastle University talks to Sir Hermann Bondi, Heinz Wolff, Sir Peter Porter, Sir Vivian Fuchs, John Ashworth and Dr Walter Marshall.

**Action makes the heart grow stronger** (Monday, 23.00 VHF4)  
What is heart disease? Can it be avoided? How can it best be coped with? Dr Alan Mayson-Jones presents five programmes of advice and explanation.

**Managing Your Money** (Tuesday, 23.00 VHF4)  
The fifth module of a study project based on personal and family economics. Examines the main ways in which government and law can affect the family economy, paying particular attention to taxation, employment benefits, income supplement and consumer protection.

**Locally Speaking** (Wednesday, 23.00 VHF4)  
Brian Redhead introduces a series explaining the wide variety of contemporary English dialects. Includes contributions from linguists involved in research.

The British Film Institute's publication list includes archive catalogues of stills, posters and designs, and non-fiction films, as well as books and dossiers on many subjects including Indian Cinema, African Films, and Hollywood. Information can be obtained from the Publications Department, British Film Institute, 81 Dean Street, London W1V 6AA.

## BRIEFINGS

radio &amp; tv

## Open University

**Sexual Identity** (Wednesday, 17.10 BBC2)

How liberated or constrained are we by the language we use to describe ourselves? The course "The Changing Experience of Women" looks at verbal restriction placed on women.

## Continuing education, general interest

**Cruelty** (Sunday, 14.30 Channel 4)  
Why is meanness still a killer disease in the third world? This programme looks at the health service in Zimbabwe, and finds it has progressed little since Colonial days.  
**Well Women** (Sunday, 17.30 VHF 4)

A series about women's health presented by Dr Miriam Stoppard. The first of six programmes considers some of the problems surrounding menstruation.



James Galway, musician and presenter

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## Juliette Alvin

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Juliette Alvin was born in Linoges in France and received her musical education at the Conservatoire National de Musique in Paris, where she won the Premier Prix d'Excellence and the Médaille d'Or. She completed her studies at the Sorbonne and attended master classes given by Pablo Casals in Paris. She began her career as a teacher, but increasing offers of engagements as a solo cellist meant that she spent the next few years on tour appearing with leading orchestras in Eastern and Western Europe and the United States. From 1932-68 she broadcast as a soloist from the BBC, and during the 1939-45 war she toured Britain playing in factories and at concerts organized by the Arts Council (CEMA) in military and Red Cross hospitals.

Recognized internationally as a leading authority on medical education, she gave a number of concerts demonstrating her belief that a child is most receptive to music between the ages of four and twelve. She had endless patience with the young and was always happiest working with them.

As a lecturer, Juliette Alvin visited universities and colleges in Britain, the US, Europe, Canada, South America and Japan, especially in recent years talking about her experiments with handicapped children and mental patients. She has also made films about her work. She was made an honorary member of music therapy societies in Japan, the US, Argentina, Germany, Spain, Italy, Canada, and was vice-president of the Association of Professional Music Therapists in Great Britain (1976), and the International Council for Music Therapy and Social Psychiatry. Until a few weeks before her death she was still actively involved as head of music therapy and director of the course at the CSMO.

As a gifted writer, Juliette Alvin's three books remain the most important textbooks on the subject. She also contributed regularly to medical and musical journals the world over, and in the society's own publication, the *British Journal of Music Therapy* (1970).

Her rich and colourful personality inspired all who came within her orbit. Her tenacity and determination combined with an innate optimism and a genuine love of her fellow creatures will make her remembered as a great lady whose humanitarian principles put into practice have improved and will continue to improve the quality of life for millions.

A memorial fund has been set up to further her work and to provide assistance for students who cannot afford the course fees. Donations may be sent to and information obtained from: Juliette Alvin Memorial Fund, British Society of Music Therapy, Guisborough School of Music and Drama, Barbican, London EC2Y 8DT.

The APMT fulfils the needs of qualified music therapists regarding employment, status and salaries. It circulates a quarterly newsletter and a job-list advertising positions available. Secretary: Ms Susan Newton, Harpersbury Hospital, Harpersbury Lane, Radlett, Herts. *Music and the Handicapped Child* OUP (1963) 2nd Edition (1976); *Music Therapy* Hutchinson (1975); *Music Therapy for the Autistic Child* OUP (1978).



## Where there's muck there's music

Dudley Wilson visits Salford College of Technology

Radio Times recently commented with surprise that the young star of a TV play studied drama at Salford College of Technology. Brian Trueman, presenting a BBC television documentary on music at Salford College of Technology, thought few suspected such an institution harboured courses in the arts.

Yet this sphere of education has a reputation for innovative courses. Developments at Salford over the last decade have changed the image of its ever vigorous college and some would advise a change of name, perhaps, to face facts and obviate further confusion. For its notable work in drama at foundation level the college draws on a remarkable local vitality, for several top actors, Albert Finney, Robert Powell and Ben Kingsley to name but three, have strong Salford connections as do playwrights Shelagh Delaney, Harold Pinter and Caryl Churchill. Musical inspiration lies in the industrial history of the whole region rather than in Salford itself. Where there was muck there was brass, both musical and musical. The North, both sides of the Pennines with its mines, mills and sauce works, is mecca of the brass band world and course planners in the college's department of humanities wisely tapped these musical roots.

The educational provision for music in Greater Manchester is excellent with Chethams, the Royal Northern College and Manchester University leading their respective fields and the polytechnic interested in training music teachers. Live concerts given by the Hallé and BBC Philharmonic, innumerable recitals, regular opera and ballet seasons complete the impressive scene which makes Manchester into Britain's second city of music. The mainstream of European musical culture is clearly well served. But popular music-making identified with this region, the largely amateur brass banding somewhat despised by the Rugby League of music, does not appear in these formal structures despite the formidable influence of Belle Vue contests since 1858. Neither does popular music ranging from light and jazz to pop and rock. Modern Manchester is as concerned with media production in

radio broadcasting and small recording studios, all of which employ musicians, as with textiles and many long-established heavy industries. Both forms of music-making, brass and popular, appeal widely to young people and both are highly participatory.

The humanities department at Salford saw these gaps and trends 10 years ago when it introduced music into the temple of technology. It started modestly with a level and a foundation certificate. They struggled to build on to this a Diploma in Music and Musicianship, finding a need not met by established institutions. Mindful of its role as an area college serving the community yet with a national reputation Salford set up courses in the music a new best-selling practical, distinctively appealing in content, well taught and with good prospects for employment. After disheartening years of refusal, even derision, permission to launch a two-year diploma, later extended to three, was granted.

Today a thriving music section with around 110 full-time students offers foundation certificates in music and performance and in popular music and recording techniques which feed students on to the department's own advanced courses at intra music colleges and universities. The advanced diploma in band and musicianship now has popular and professional options, the latter aimed at students with brass interests. This pyramid is topped by the newly-recognized graduate diploma in music for musicians, aimed at both brass and popular musicians. The courses have all proved attractive and it is heartening that there is a significant enrolment of mature students.

Holders of Salford Diplomas tend to move on to teacher-training and into education. Here they bring to bear their skills of performance, arranging, composing and conducting. The welcome expansion in schools of practical music-making through bands and groups of every description is just the environment for these new Salford graduates to flourish most effectively.

The department has constructed its own recording studios in the

## Where there's muck there's music

continued

cellars of their grandly named, none-too-clean, Adelphi Building, a former factory in the heartland of Salford's working community. Staff argue persuasively that musicians do need both to be familiar with recording and to understand its processes so that musicianship applies at all stages of tape-recorded production. This approach typifies Salford's flair for integrating technology into its courses. Salford musical students make full use of electronic instruments and miks. The Adelphi is alive with music, drama and dance. Sited just half a mile from Manchester centre, Salford draws on the instrumental talents of two professional orchestras for its part-time tutors. Brass band luminaries teach euphonium, cornet and tenor horn. There is professional instruction, too, in kit timpani, jazz guitar and saxophone. Distinguished visitors such as Howard Snell, Ifor James, Professor Walter Hargreaves and Elgar Haworth who incidentally began his musical career in Salford playing with Barton Hall Works Band, regularly rehearse bands and give master classes. Final standards are expertly assessed by Edward Gregson, the external examiner.

Salford's success, however, owes most to its unique image, the idea has proved a winner, and to its full-time staff headed by Betty Cohen. Three appointments in particular contributed crucially. Roy Newsome, senior lecturer in band studies, continues his public career in brass bands as conductor (many years with Black Dyke Mills), composer and adjudicator in worldwide demand. He had made dozens of records, broadcast scores at times, appeared at the Royal Albert Hall with Andrew Previn and his experienced hand on the baton brought brass standards at Salford to high levels.

The quality of musicianship was much in evidence at a recent college concert when the legendary Harry Morimer OBE received the first Honorary Graduate Diploma. David Loukes, also senior lecturer, now in charge of the wind band, came from the Halle with a refreshing

dynamicism in his work. Geoff Richard, the first lecturer in popular music, is experienced in brass and jazz. He still directs the big band on a part-time contract which leaves him free for his highly acclaimed work as composer and arranger notably with the King's Singers. His full-time successor Tony Cliff complements with jazz ensemble work.

Students are extensively involved in practical music-making. The bands rehearse daily and everyone sings in choirs and plays in some ensemble or other. There are frequent concerts at Adelphi, broadcast, lunchtime recitals in Salford's "Town and Gown" series, public band concerts, baroque evenings in the parish church, prizes for schools and brass groups playing for Age Concern. Students perform for the Mayor-making ceremonies, and busk with the best in the Saturday jostle of Manchester streets and Salford Precinct. Extra-mural ensembles, chamber and pop groups proliferate. Salford, a factual city facing great social problems, is rightly proud of its college's achievement with such successful courses in both music and drama. Such enterprise, achieved with minimal expenditure and resources and richly deserving of further investment, symbolises a city which retains individuality within the shadow of a giant neighbour.

Salford students level in the region's musical opportunities. All brass enthusiasts play in established hands several times weekly, some conduct and some, a spin off from their Theatre and Arts Organization minor study, involve themselves in concert promotions. The pop musicians gain invaluable commercial steel by "gigging" around the conurbation's hectic scene.

Students come not only from the brass band belt but from all over Britain and beyond; two Norwegians have just completed their diplomas. David King, a qualified teacher and Australian cornet champion, is well into his first year, convinced that this graduate diploma will enable him to stimulate community music-making in his return home. The Salford of "Dirty Old Town" lives on mainly in Lowry paintings. Yet it is cheering that the often soulless process of city refurbishing, still a way to go in Salford, here encourages positive course in the arts designed to draw on the community and to involve communities everywhere.

## Fostering a tradition

Gillian Thomas on Indian music in Southall

The plaintive sound of Indian music wafted over the playground in 1971 at Villiers High School in Southall, west London. Closer investigation revealed a group of 14 in 15-year-olds, mostly sitting cross-legged on cushions on the floor, playing beautifully decorated sitars, tabla drums, recorders and xylophones. The music was a classical Rag Bagewari composed and conducted by one of the school's music teachers, Mrs Punita Gupta. An accomplished sitarist and singer, she came to England with her husband in 1971, having trained for her music degree under Ravi Shankar in India.

She spent three and a half days a week at Villiers teaching the sitar and Indian song and dance, while a colleague, Kadir Durvesh, goes far half a day to the tabla and bamboo flute. Of the 1,165 children there, 93 per cent are Asian, the rest either West Indian or white.

As peripatetic musicians with the London Borough of Ealing, Mrs Gupta also teaches in two middle schools and Mr Durvesh in seven middle and another high school. They are pioneers of a musical form which has a natural place in areas with a high Asian population. In fact, Southall has one of the highest in Britain.

The local education authority formally recognized the importance of giving pupils the option of learning

and performing Indian music in school three years ago. The two music staff at Villiers, supported by the headmaster, Lawrence Baker, arranged for Mrs Gupta to come and teach the sitar, initially for six hours a week. She was already well-known locally for her concerts.

From the start, the school, which became a neighbourhood comprehensive in 1974, has encouraged Indian-style musical activities. However, at first they were mostly confined to after-school clubs, with concerts staked from time to time in conjunction with parents.

Since the school strives to be part of the local community, bringing in Indian music as an option has been very important to us, says Mr Baker. We are taking what the children have to offer and building on it. To ignore their talents would be to deny part of their culture and knowledge.

"I believe that Asians should continue to foster their own traditions, which are so strongly associated with music. In school we are able to help them do so; otherwise we would be creating artificial barriers."

Mrs Gupta and her colleague specialize in classical music, although Indian pop, which thrives thanks to its use in Asian films would be more attractive to many pupils.

The aim in group work is to pre-

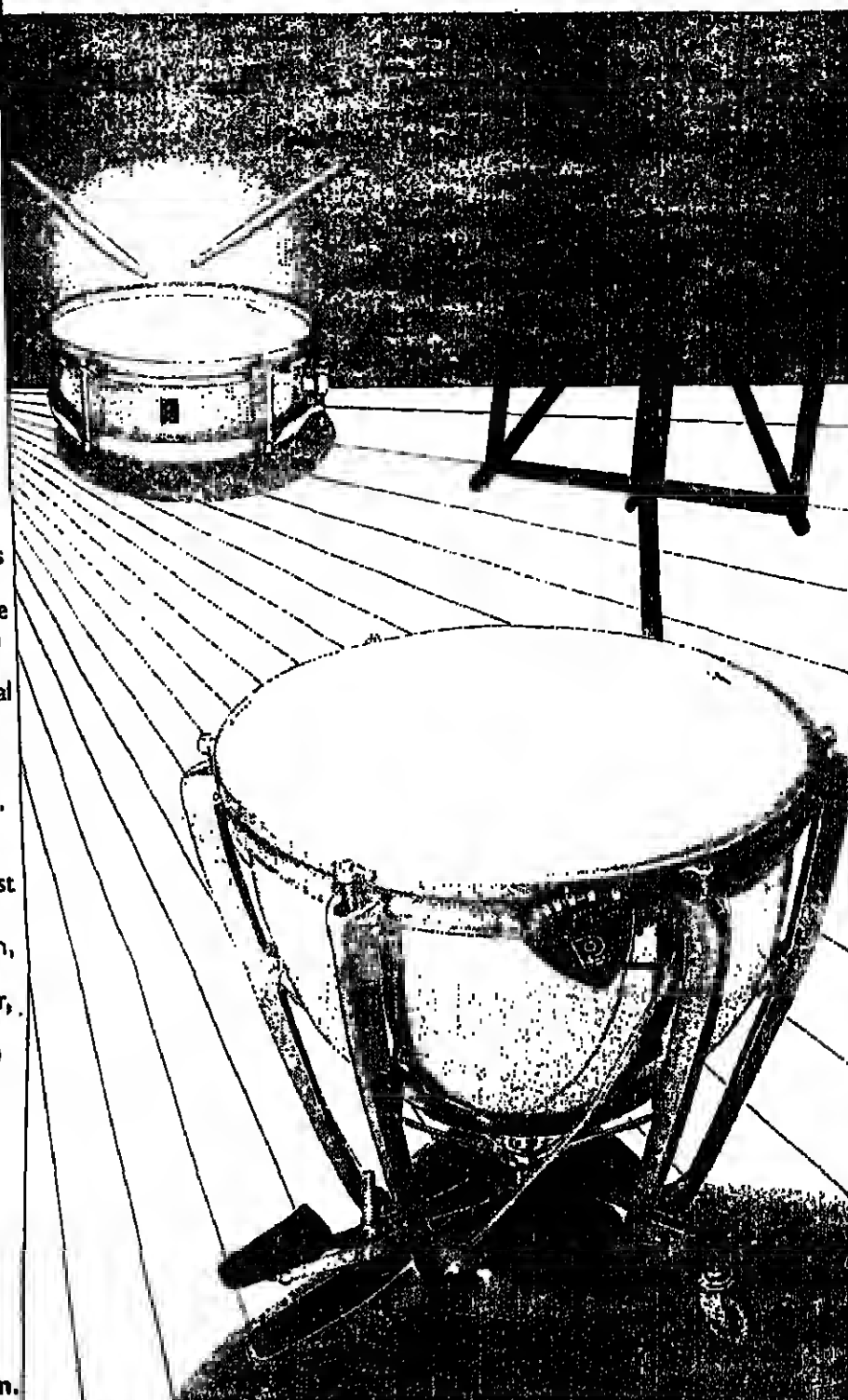
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Pankaj Gupta with pupils of Villiers High School, Ealing

## Fostering a tradition *continued*

sent it as an integrated part of the whole music curriculum. Both the music itself and the instruments are used to create a multicultural effect. She composes much of the music specially, making a point of using traditional instruments like the sitar and tabla alongside western ones. Recorders, xylophones and the glockenspiel blend particularly well.

"This way we find the music creates much more interest and is more acceptable to the Western ear," she explains. "We do not want it to be segregated as a specialist subject. Moreover, the children widen their experience of all instruments and can enjoy playing together."

Many of the best performers can play Western as well as Indian instruments, frequently the flute, clarinet or saxophone along with the sitar. They appreciate and enjoy the variety.

Currently, 65 pupils have lessons - mostly in groups - in Indian music, either the sitar or tabla or singing with the harmonium. There is also an opportunity for dancing, for which the school has built up a strong reputation.

Western-style music continues at all the Ealing schools where Indian has been introduced. For example, at Villiers there are also peripatetic teachers for brass and woodwind. A feature of the spring term is always the production of a musical. Rehearsals for *Carousel* were in full swing on the day I was there.

Last term's highlight was the Diwali celebrations, the Hindu and Sikh Festival of Light, when there were concerts with songs and dancing and several special assemblies. However, concerts at other times purposely feature all types of music and musicians. The school bond

comprises West Indian and white pupils as well as Asian.

A typical concert includes English folk songs and a piano solo, interspersed with Asian singers, the jazz group and an Asian instrumental ensemble. At Christmas they sing Asian and Western carols.

"Keeping this kind of balance enables us to provide the richest mix of music," says Peter Torrens, head of music. "Importantly too it prevents polarization. Pupils and parents would feel alienated if the music were offered as either exclusively Western or Indian. Here we have the ideal opportunity to exploit and benefit from the multi-cultural society."

As interest in Indian music builds, so too does the borough's collection of instruments purchased from the normal allocations. It has around a dozen sitars, 20 harmoniums, 30 tablas and a handful of tanpuras, dholaks, shehnais and flutes.

A local music shop, Indian-run, is now importing many of them specially. Mrs Gupta's husband is also involved, being a specialist in repairing the sitar. It is a particularly delicate instrument and by far the most costly.

Mrs Gupta suggests that a positive move nationally would be the introduction of Indian music as an option at O and A level, since this would enable it to be studied much more seriously. She herself is writing a possible syllabus. The sitar and tabla are acceptable options for CSE.

Although Ealing had made an impressive start with Indian music in its Southall schools, there remains a heavy Western bias throughout the borough as a whole. A quarter of its school population is of Asian origin but out of 90 music teachers Mrs Gupta and Mr Durvesh are the only Indian specialists so far. Nevertheless their work is undoubtedly a pioneering step.

# A summer full of music

Judith Perrin found some differences and many similarities studying instrumental teaching methods in the USA

In 1982 I was awarded a four-week Winston Churchill Travelling Fellowship to carry out a study project in the United States relating to organization and methods of instrumental teaching.

I had applied for this fellowship, more in hope than expectation, some months beforehand, largely because I felt that, as head of instrumental music in the Calderdale local education authority in West Yorkshire, and in common with many of my colleagues, many of the anxieties which were surfacing about the future of what has been an enormously rapid growth in the development of instrumental teaching by L.E.O.s in the comparatively recent past might have some solutions in the methods traditionally thought of in use in the United States.

I concentrated my attention on the work being done in three summer camps - the Usdan Center for the Arts, near New York; the National Music Camp at Interlochen; and the Idyllwild Camp in Southern California. In all three centres I spoke to teachers, music supervisors, students of all ages and parents. The experiences I gained were illuminating.

I went to the US principally to see the differences between the American and the United Kingdom methods of teaching. I did find some differences, but it was interesting and somewhat comforting to find so many similarities. I travelled many thousands of miles, for example, to the Idyllwild Camp to hear the piece of music I had rehearsed two weeks previously with my own orchestra - and those students were making the same mistakes as mine had done!

In the US too, as in the UK, there is a shortage of students on certain instruments - violas, oboes, bassoons, double basses - and too many flutes! I found, too, that unfortunately cuts in federal spending were affecting education in the arts - just as it is happening in many areas in this country. Music teachers were not being replaced and instrumental teachers found they had to teach

very large instrumental groups. Many children began their instrumental lessons in a "beginner band" period and a considerable number of instrumental teachers were teaching instruments which were not their own specialism. It was quite common, for example, to find trumpet specialists teaching groups of violins.

As part of the training of instrumental teachers, the course involved just eight weeks on each of the instruments in order to prepare them for this eventually. It was obviously felt by everyone I spoke to that this was bound to affect standards. In many areas, particularly with string players, the standard was falling. String players usually began in the fourth grade while wind players began a year later. It was interesting to note that uncertified and unqualified teachers were allowed to work for only two days a week in schools.

I did, however, find that the ensembles in the schools, (the choirs, the orchestras and the bands), were very much a part of the curriculum. The rehearsals were taken during the normal school day and attendance by pupils at the high schools was counted towards their graduation. One worry I had was that a child who was keen and who enthusiastically worked hard achieved the same credit as a child who merely "attended".

On the other hand the rehearsal was a very important part of the school day. The technique and not instrumental lesson, however, was as well covered and the students only had the large group teaching as part of their school curriculum. From the students I spoke to in the camps I visited, as many as 85 per cent of students took their instrumental lessons privately. In one group of 80 students only six had free lessons as part of their school curriculum. Children up to the eighth grade usually had a general music lesson (about the age of 13) but class music was not taught after that. Music staff seemed in most cases to rehearse the band and orchestra classes in their schools as well as some of the instrumental classes, and were often involved with four or five schools. These lessons were often taught on a rota system.

Some areas organized a renting system for instruments. Some schools provided low brass and string instruments for loan to students; otherwise most students provided their own.

At college/university level a similar system of gaining credits throughout the years gives a graduation and diploma. Attendance at the music camps I visited during the summer vacations can be counted towards college credits.

The staff I spoke to felt about one per cent of the college/university students "graduated" in music with a ratio of approximately two to one using instrumental ability rather than choral singing.

The first camp I visited was a day camp, 40 miles from New York City on Long Island, called the Usdan Center. This was a camp begun 15 years ago, largely as the brainchild of the present director, Mr Andrew McKinley. The students attended each day Monday-Friday for eight weeks for the camp season - June 30 to August 14. There were 2,000 students who travelled each day from New York and surrounding districts and they arrived at 9.45am each morning in 60 bright yellow buses - quite a sight!

All the arts, not only music, were represented, and classes were held for arts, dance, theatre arts, and also recreation classes; a class for creative writing was very popular. The camp was in a beautiful 250-acre woodland site with 60 classrooms, many of them open-sided, built among the trees.

The students' day was divided into seven periods. They chose a major and a minor interest to pursue. There were four orchestras and four bands; two junior and two senior. It was possible for children to opt for orchestra as a major interest, and follow classes in another art as a minor interest. They spent two periods each day on their major interest (one in a full group and one in a sectional or small group with a tutor) one period following their minor interest, one period as a recreational activity (usually swimming). One period was an assembly period where students had the opportunity of attending a performance each day of an eminent artist in many of the art forms, such as music, ballet etc. and the other two periods were lunch and a "snack period" before the students returned home at about 3.30pm.

This was a camp where opportunity was available to all and applications were accepted from January 1 each year, taken in order of receipt, not on the students' present ability, except for the piano and drama department whose students were auditioned. The faculty staff in the camps were all paid at the same rate, about \$2,700, for the season and the "chairman" of each department about \$1,000 more for the time spent during the winter months seeing their staff and interviewing new appointments. There were only five full-time members of staff who worked throughout the year planning the season from an office in the centre of New York.

The standards at this centre were mixed. The choral work was of a very high standard and meticulously taught. The wind playing was much more secure than the string work; intonation was often a problem, and the policy of accepting students without audition was reflected in the wide range of abilities and performance standards. The director was concerned at the deterioration of standards of string playing in this area over the last few years, a direct result of the shortage of teachers and the "mixed economy" approach of specialists I referred to earlier.

The second camp I visited was the National Music Camp at Interlochen. The National Music Camp had very high standards of performance and unlike the other camps I visited the students were all auditioned for entry: 1,550 students were accepted from approximately 25,000 applications.

It is a very large camp in a 12,000-acre wooded site and the students were from all parts of the US. There are three sections to the camp: for junior, intermediate and high-school students, as well as programmes for university and college students.

Again many different arts were offered, and students were able to spend their days not only making music but in dance, theatre arts and visual arts.

There was a very high competitive element. Friday morning each week was known as "Bloody Friday" when each student had to challenge a player sitting higher in his/her section for his seat in the orchestra. A new programme was rehearsed each week and the tutor would select from this the short passage to be played. The whole section would then vote and decide if the "challenger" should move up and change position in the section. I was very impressed by the dedication of the students, many of whom spent hours a day in private practice over and above the two hours or so expected.

The most advanced orchestra in the camp was the "World Symphony Orchestra" which had students from 39 countries (including one from Buckinghamshire). This orchestra was of an exceptionally high standard and its programme throughout the season included concerts with eminent musicians.

The students' day was divided

## A summer full of music *continued*

There were three other orchestras for school children: the Junior, the Intermediate and the High School Concert Orchestra, and it was possible for first chair players in the Intermediate Orchestra to "challenge" players in the World Symphony Orchestra.

There were two orchestras for university students, again of a very high standard: the Sinfonietta and the University Festival Orchestra. Students were also able to attend master classes given by guest professional musicians. There were three bands for children: a Junior, Intermediate and High School, with a University Wind Ensemble. There were eight choirs for the different age groups.

An exciting and new experience I had was in the "music exploration" classes held at Interlochen. These were held so that students, not necessarily musicians, could attend classes held on all instruments to discover for themselves their own particular choices and interests. I was impressed, too, with the tremendous interest shown in the harp. I had the remarkable experience of attending a group harp lesson of eight students, and all the orchestras, including the Junior Orchestra, had at least three harps.

The Suzuki method of violin teaching was much more common in the US than I have experience in Britain. I was interested to note, however, that most teachers used a modified method, in that the language of music was taught to their students very much earlier than is usual with the true Suzuki method.

My third and final visit was to the Idyllwild Camp in Southern California, situated above Palm Springs among the mountains. It was a smaller camp in that there were only about 280 students and only one choir, one orchestra and one wind band. The better wind players played both in the orchestra and the band.

The students in Idyllwild generally come to the camp for only two weeks, and throughout the season different sessions are offered. For example, the week I visited was part of the two week "Youth Ensemble" and the following weeks were for tenth grade and college/university students known as "festival ensemble".

Other music courses included a chamber group session for strings; piano, wind and early music sessions; folk music, youth piano, classical guitar and jazz hands. Other arts courses were also happening on the Idyllwild campus while I was there, and students were involved in photography, painting and drawing, drama, ballet, jazz and modern dance etc. with other courses planned for different two week sessions throughout the rest of the season.

The music students attended full ensemble rehearsals, sectional rehearsals and also had the opportunity to play chamber music.

Traditions were being built into the camp. A stirring and wonderful song "Idyllwild" had been composed by Meredith Wilson soon after the beginning of the camp and it was always sung and conducted by the original founder of the choir at the concert at the end of each two-week session.

There was a "Children's Centre" on the site where children under the age of nine (when they were able to become residential students) and sometimes as young as four could attend. Children between four and six could attend for half days. They followed a general arts programme with various arts covered: dance, music, sculpture, printing, drawing etc.

I have been so impressed with the camps I have visited in so many different ways. I was particularly impressed with opportunities for students to follow an integrated arts course in Usdan and Interlochen, where they were able to pursue an interest not only in their main art form but in other arts if they so wished. It was interesting and pleasing to find students were judged by their peers only on their abilities.

The staff in the camps were of exceptional quality. Many of the faculty of the universities were involved and many were professional players as well as teachers. One interesting comment from many of the staff to whom I spoke was that the marching bands in the US, which are so popular, are not generally regarded by musicians as being of great value. They see them rather as a "public relations" exercise but so often the flashy uniforms, the marching abilities, the competitive element, outweighs their musical expertise. None of the camps I visited had a marching band and the students I spoke to regarded them

as great fun but little else!

The fees for attending the music camps were quite considerable, although in each camp there was some form of scholarship offered for students who could not afford the full fee and who were deserving. Often this was limited to students of particular instruments - violas, double basses, bassoons etc. where these were needed by the camps to balance their ensembles.

I certainly enjoyed a wonderful experience, and I shall always be grateful to the Winston Churchill Memorial Trust for affording me the opportunity. How has it helped me to overcome some of the financial and organizational problems which have beset me and no doubt will continue to do so in my current post? It is difficult to summarize and be specific. The overall picture is still focusing in my mind. I am aware more of the similarities than the differences at present.

Basically, I was mostly impressed by the greater width of opportunity presented by the facilities available. The residential music camp in this country is scarcely known; our inconsistent summer weather and lack of suitable sites are enormous constraints against embarking upon such ventures, although I intend to organize a "trial" camp from our own Calderdale pupils in September - for three days in Yorkshire. From that experience, which will embrace art and drama as well as music, may develop a more ambitious regional project - or even a national one.

Certainly musical performance has a higher status academically in the schools there than here. It was very much more part of the curriculum than in this country. Certainly it is more competitive, more privatized and more comprehensive than here. But I am still firmly of the opinion that the system we have adopted and must preserve through difficult times, of the I.E.A. being the major sponsor and provider is both more educationally sound and more effective. We must be on our guard to protect it and we must develop our practices so that instrumental music making plays an increasing part in curriculum music and an essential part in external examinations to music, both present and planned.

As for standards, they varied as they do here. The best are excellent, the worst are poor. But the dedication is both noticeable and infectious.

## Constructive competition

Peta Levi reports on the Shell-LSO Music Scholarship

The five regional workshops for the seventh Shell-London Symphony Orchestra Music Scholarship have taken place. The final, open to the public, is being held in London on June 26 in the Barbican Hall. This year it is the turn of the brass; for the first time the French horn joins the trumpet, trombone and tuba to make a more interesting brass competition. Now that Shell has announced that it will continue the scheme for another four years from 1985 it seems a good moment to take a look at this scholarship, which is unique in several aspects and must rate as one of the most successful ventures in educational sponsorship in Britain. The scholarship's central aim is to help all participants; a particular example is the letter of advice sent to each participant after the workshop.

The scholarship started in 1977, because Shell wanted to do something to help with the education of young musicians on a country-wide basis. It is open to 15-21-year-olds, and covers all orchestral instruments on a four-year rota - wind, strings, brass and percussion and timpani. The first prize is £3,000 to be spent on postgraduate music education, £100 in cash and a gold medal; the second prize winner receives a silver medal and books or music equipment to the value of £50; and the third a bronze medal and £250 worth of musical equipment. However, as Denis Wick, the LSO's principal trombone and one of this year's adjudicators' comments

"helpful as it is for the scholarship's winners to receive the publicity and the money, they don't need to win as they would succeed anyway; I think we do much more good by encouraging and helping the ones who don't win."

In 1980 a major change was made in the scholarship. That year, at the suggestion of the LSO's principal timpanist, Kori-Hans Goedicke, the scholarship took the form of a workshop. Since it was the year for percussion and timpani, a London workshop was a clever solution both to the problem of transporting heavy instruments round the country and to the fact that a solo competition for percussion and timpani didn't promise to be very interesting. The workshop lasted six days, the 49 original applicants being reduced to 31 participants. The first two days were spent auditioning each competitor, after which 10 were selected to join the workshop. The remainder were invited to participate by observing and asking questions, which many did, some feeling they learnt more being rejected than if they had been playing.

The third day was spent going through repertoire with individuals. Everyone enjoyed the fourth day most, when the players worked in ad hoc groups, performing Stravinsky's "Le Sacre du Printemps", and an exciting new work specially commissioned from the Polish-born composer Andrzej Panufnik; finally there were two days of finals.

That workshop was a tremendous

success. The winner, Nigel Thomas, from Ainsdale, Lancashire, is now a permanent member of the London Philharmonic Orchestra's percussion section. That year the LSO principals, Goedicke and Michael Frye, were joined in the workshop by the LPO principals, Alan Comerford and Keith Miller. Cumberland was particularly struck by Thomas's talent and when a vacancy occurred offered him a job with the LPO. Everyone at that workshop appreciated the friendly, informal atmosphere. During lunch and coffee breaks there was a good deal of discussion, participants swapping repertoire and discussing problems - something that has not always been easy to achieve at subsequent workshops, such as the one I visited in Birmingham this year, where there were no coffee breaks and the competitors had to go out to lunch.

After the undoubted success of the percussion workshop, the problem for the scholarship administrators was how to adapt the workshop concept for the other instruments when the numbers involved were much larger; this year there were 170 applicants. For the last three years regional workshops have been held in Birmingham, Cardiff, Manchester, Glasgow and London and were spread over two days. This year the first day was spent auditioning applicants in order to get down to 10-12 workshop participants, the others being invited to observe. On the second day each

*continued*

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Scholarship participants receive impartial, professional advice.

Photo: Sportsworld/Play Press

### Constructive competition

continued

participant had a 10-minute workshop situation; they played excerpts from the orchestral repertoire, being corrected, having suggestions made and being given short demonstrations by the relevant LSO principals or assistants. At Birmingham the main problem for all brass players was incorrect breathing; to get the message across Wick took off his jacket, so everyone could see how he filled his chest with air, his shoulders not rising, but remaining relaxed. Wick comments: "A penny-worth of demonstration is worth a pound of explanation."

Perhaps one of the scholarship's most useful aspects is that participants receive impartial, professional advice; for many it is their first direct contact with professional musicians. The greatest criticism from the adjudicators this year was that many participants were insufficiently prepared, either psychologically, not gearing themselves up to performing at their best or by giving the impression that they had not practised with an accompanist, with resultant incorrect phrasing and timing.

The day was hroken up by participants playing ensembles, the morning and afternoon sessions culminating in an ensemble with everyone playing together, including the LSO professionals - obvious fun for players and audience alike. One of the scholarship's unique aspects is that it

tests an individual's solo, orchestral and chamber group playing. Peter Hennings, the LSO's managing director and chairman of the adjudicating panel, says: "We learn as much about an individual's ability from ensemble playing as from their solo playing."

If you ask the LSO principals what they look for in the winner, each has a different answer, but Anthony Camden, the LSO's chairman and principal oboist, encapsulates the answers I heard: "We are not necessarily looking for the best performance, but for the greatest talent and potential. The workshop gives us a better chance to see every aspect of a young person's playing, to glimpse their personality and to get some indication as to how quickly they can learn and adapt."

In return for the help given by members of the LSO, who over the last seven years have listened to 1,250 young musicians, Shell has sponsored the LSO's first concert tours of Britain, held annually each autumn since 1977; and at which the local prizewinners receive their certificates and prizes. This autumn, for the first time, the LSO will also give lunch-time ensemble concerts, followed by afternoon sectional workshops open to the public.

Last autumn the English String Teachers' Association held a conference to look into the role of scholarships and competitions. Anthony Camden, who sat on the panel, says: "It emerged that many competitions didn't take into account either the pressure on participants or their thoughts. Nick Daniels, who

won the BICC's Young Musician of the Year Competition, spoke at the conference saying that if it hadn't been for his friends he would have found it difficult to cope with the terrific strain, both the pushing forward and the publicity at the time and the aftermath, when nothing happened." The consensus at the conference was that the Shell-LSO Scholarship was the most human of the competitions, providing the greatest amount of loving care. The last covers a wide range and often continues for many years. Four examples will illustrate this. Shell sponsored early concerts for John Whitfield, a bassoonist and silver medal winner in 1977, who started the Lymington Ensemble. An LSO trustee recently paid for the first Wigmore Hall recital by violinist Pauline Lowbury - one of six finalists in 1978. Maurice Murphy, the LSO principal trumpet has given three trumpet lessons to a promising participant. Lastly, after a talented bassoon pupil was spotted in Scotland in 1977 a teacher was found (in an area where there was a dearth of good bassoon teachers) and arrangements were made to pay for the cost of the pupil's travel to Newcastle for lessons.

Teachers' initial reaction to the Shell-LSO Music Scholarship was "pupils are going to waste more time preparing for another competition". This attitude has totally changed now that they see the scholarship's unique achievement in offering constructive individual help and support at a crucial stage in their pupils' musical development.

Hereafter efforts to pull in the musical reins as tightly as possible. Directors of music and advisers are all healthily busy with their in-trays and time-consuming rehearsals. Meanwhile, another batch of John Smiths leaves school clutching unrelated pieces of the musical jigsaw depicting crotchets, quavers, planets and a note to the effect that the different Grieg who once captained England not cricket.

Not so the Soviet pupil, if all goes to plan. And what a plan. Moscow gives clear instructions as to the content of the jigsaw and from their very first week in school at the age of six, the music lesson is highly organized and linked to the years ahead. The same trained teacher instructs both the 8 and the 16-year-old.

In England, a junior school may boast a resident amateur or part-time professional. The prep school usually fares better with a full-time professional, but none has a unit of purpose to fill that small percentage of the timetable - the class music lesson. The Russian slice is no larger than ours (2 per cent of week's timetable, coming bottom of

### Learn like Lenin

continued

the list after PE and labour education) and there is no equivalent of our O level in music. But what a paradox. The Russians have no ultimate goal of a public music exam, yet their course of study is highly structured from the outset. Our various music O levels remain atrophied clouds in most schools with head teachers insisting that one or two years is the maximum necessary to ensure a good grounding in the subject and the roots of study for O level nicely stretch back further than this. If classroom music in England generally bears little fruit of which to be proud, it is precisely because the seeds are not systematically sown and nurtured.

The Soviet music curriculum is, perhaps, too rigorously imposed on the teacher who strays from the allotted topics at his (or usually her) peril. Yet there seems much in its favour, not least that the whole business is so positive, allowing little excuse for musical ignorance in future Soviet citizens.

The following is an extract from the music curriculum set down for a seven-year-old Russian child. It was translated as our train trundled through the night between Yalta and Moscow.

Singing

They must be able to:  
● Sing from doh-doh?  
● Sit or stand straight, shoulders relaxed, hands on knees  
● Sing in a light voice within the range mp-mf  
● Understand the basic points of a conductor's beat, paying attention to the start and finish of phrases  
● Repeat exactly a sound given to them  
● Sing rhymes unaccompanied, take easy breaths without missing the shoulders, etc

Listening

They must be able to:  
● Recognize works being studied  
● Know the names of works and their composers  
● Analyse simple works with regard to tempo, dynamics and register  
● Determine a work's character on the basis of its content (happy song, rousing march etc)  
● Distinguish vocal and instrumental music (solo, choral, male, female, etc) and recognize orchestral instruments  
● Give examples of couplet, binary, ternary and variation form

Musical Literacy

The student must be able to:  
● Accurately sing to hand signs  
● Feel a regular beat  
● Have an idea of strong and weak beats  
● Make practical use of minims, crotchets, quavers and crotchets

### Portable jazz

By Michael Garrick

It must have been as the pogost-shaped Miss Venning was pounding us out of assembly to the March of the Tin Soldiers or some such similar educational gem at George Spencer Junior School, Enfield, that the thought first struck me like a thunderbolt: Why don't we ever have jazz in school? (By "jazz" of course, I mean that ebullient, swinging sound full of surprise, fun and adventure which has occupied my best attentions ever since.)

"Ebullience... surprise... fun... adventure..." - almost an ideal recipe for educational bait, wouldn't you agree? Well, it took 20 more years on the uphill slippery slope to prove it, and without the imagination and drive of J. Victor Fox (then assistant music adviser for Hampshire) it is very possible that the chance to do so may never have come. His initiative resulted in 10 years' jazz input to Hampshire, from infant (I said infant), through junior, senior and sixth forms to



rests.  
● Have a practical idea of pitch, rhythm, dynamics, names of notes  
● Take down pitch and rhythmic dictations

The First Term

Nine lessons to be spent on "What Does Music Narrate?"

Listening Material

● Glinka's "Polka"

● Starokondonski's "The Happy Travellers"

● Dunievski's "March" from the film "Cheerful Children, etc

Singing Material

● Learn Like Lenin

● Song About School

● Autumn Song

● The Cheerful Geese

● The October Children, etc (the last two from memory)

The other three terms designate similar material to cover the topics

"What Does Music Express?",

"Who Performs Music?" and "De-

piction in Music of Man's Feelings and Thought".

All this was accomplished in

School 2 in Yalta by a thick, illus-

trated textbook. There were no class-

room instruments, few wallcharts,

no descent recorders. The music

room had a blackboard, a piano, a

record player, a teacher and chalk.

Russian schools do not have pen-

pantec instrumental teachers. In-

deed, there was little evidence in

School 5 in Kiev for any musical

activity outside the class lesson. All

instrumental tuition takes place in

centres like the Slavos Music Centre

(one of 151 in Moscow) which has

850 pupils and 80 teachers. Tuition

charges are equally impressive: a

violinist receives one piano, one

theory, one singing, one solfeggio

and two violin lessons each week.

The monthly charge is £1.31.

This programme is intended for

the ordinary child and even more

intensive tuition is available at special-

ist music schools for older chil-

dren who show ability beyond an

amateur affection.

This clearly compares unfavour-

ably with instrumental teaching in

England. Junior school instrumental-

ists may well receive only seven or

eight minutes of individual tuition

per week. There will probably be no

trained musician on site for back-up

work and encouragement.

Russian musical education is orga-

nized in detail. They start as they

mean to go on and have the

framework to produce enough spe-

cialists to cope with the individual.

It is hard to imagine England

without its buzz of parochial musical

activity, especially at youth level.

Unless we are able to emulate tac-

tics similar to those of the Soviet

Union, however, the silence may

become increasingly deafening.

It is a simple matter to declare

comparisons odious. I found this

one uncomfortable.

continued

### SOUNDS NATURAL



Exciting, attractive, enjoyable and challenging - are ways in which this new songbook for junior school classes has been described. The songs reflect children's own thoughts on endangered species. Out now, price £4.95

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by Graham Lyons

"A great way to success"

John Dankworth

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## Roses all the way

### Susan Thomas reports on the North Camden Schools Orchestra

London's newest, 80-strong orchestral band, the North Camden Schools Orchestra, has had a prodigiously successful first year. From its debut at an Inner London Education Authority music workshop with the London Philharmonic Orchestra in January 1982 to a concert with Yit Kien Seng in February this year, it's been roses, roses all the way. Now, says Michael Ashcroft, the orchestra's joint conductor, they are looking for "kind invitations and the chance to promote our own concerts". They are also looking for funding - but more of that later.

The NCSO is drawn from two adjacent musical schools, the Camden School for Girls and the William Ellis School for Boys, augmented by players from a handful of local schools. Both the CSG and the WESB had thriving school orchestras and more than their fair share of places in the London School Symphony Orchestra. William Ellis had a slight leaning to brass, Camden to string and woodwind. Inevitably, the respective heads of music, Colin Durrant and Michael Ashcroft, spent a lot of time on the phone "borrowing" players.

Then last January, John Stephens, staff inspector for music with the LPO, set up a music workshop for the two schools. Ten members of the LPO took sectional rehearsals and at the end of the play, the young musicians came together under Peter Maag's baton to play the *Nutcracker Suite* - part of the LPO programme he was conducting that night at the Festival Hall.

During that day the players gelled, and with the blessing of the schools' head teachers, the orchestra was born. Every player was auditioned. "They have a minimum Grade 6 standard," says Mr Durrant, "but are selected on their performance - a piece of their own choice... a bit of sight reading. We audition those who don't make it as soon as we feel they are ready."

Two "lively domestic ventures", the individual school's orchestras continue as before. "I thought this one through before we started," says Mr Ashcroft. "I was absolutely determined that no child would be left without playing opportunity." There is, however, an inevitable feeling among the adults that they are missing the fun and excitement of the big events.

"We've been incredibly lucky. First Rediffell Concerts gave us a concert at the Queen Elizabeth Hall and then, as part of its 150th anniversary celebration, St Michael's Church Highgate, invited us to play with Yit Kien Seng."

Regular Thursday rehearsals are not enough to come with that sort of thing and the Q&E event was preceded by a two-day residential course at Addington Palace, home of the Royal College of Church Music. "We brought in a number of peripatetic teachers and several of the instrumental organizers from the ILEA's Centre for Young Musicians to help with rehearsals." At the end of the day the performance justified the effort. "It was a programme of English music - Richard Rodney Bennett, Matthew Locke, Wesley, Tippett and Britten's *Time There Was* (that's not even on record I believe)," says Mr Durrant. "That was November 1982."

The Highgate concert, this February, included the same Tippett Suite, Schuman's First Symphony and a Bach Concerto with Yit Kien Seng as soloist. "The children have been incredibly lucky," says Mr Durrant. "It doesn't happen to a lot of people. What we need is someone to realize what has happened to them."

He is wrong. For Nicola Usbourne, a 13-year-old violinist, it was an extraordinary experience. "... lovely... never make a mistake. When someone plays like that,

and so marvelously, it makes your efforts so much better". The concerts have been watershed in the orchestra's development - due as much to the intensive training as to the quality of the players.

Having the best players from both schools raises the standard - especially helpful for the three or four pupils from each school who go on each year to become professional musicians. Whether it is living in London or the relatively high proportion of professional, musical parents, the players have an acute understanding of standards.

Michael Ashcroft wants to give the better players the opportunity to solo in their own music. To organize more residential courses and show the parent schools what they have achieved with a number of short domestic concerts.

John Durrant would like to see the NCSO become just one part of a North London Music Centre - a regular meeting place for young musicians of all sorts - orchestral, reggae, steel band, big band, brass band.

"School music is a thing of the past," he said, "schools can't be expected to run their own music any longer, they simply haven't the resources. What we need are centres of musical excellence - perhaps with consortia in different schools."

Time is a problem for the players, however, as 17-year-old Belinda Peak explained. "Most of us already play in other orchestras. We have the LSSO holiday courses and exams. In the excitement of wanting to perform well and improve standards, it's tempting to get involved in extra courses. The problem is to remember that it is a school orchestra and not let it become so demanding that the older members have to drop out."

Sharing out the music is a problem too as Muriel Bowen, another 17-year-old violin player, explained. The wind players in particular spend too much time doing too little and the task and file have been growing mountains recently.

For most of the players though, the NCSO is the best thing since Camden abolished school uniform.



ing, as to the performance itself. For the St Michael's event the orchestra could not run to a second stay in Addington.

"The schools have too many demands on their resources to fund us very often," says Mr Durrant. "Music alone can cost £150 to hire and hourly paid peripatetic staff should be paid for their work." So the second intensive rehearsal took place on school premises during the spring half term. Now the organizers are trying to generate fund-raising projects. "It takes £1,000 a year to run three good concerts," says Mr Durrant. "That's peanuts to a lot of people. What we need is someone to sponsor us."

The benefits of the new orchestra are immense. "Together, we can play what we can't play apart," says Mr Ashcroft. "It gives us a chance to have a go at the big romantic

The fenther was just about to knock me down when they began to offer me the most exorbitant payment I've ever had. So there I was - thousands of miles away in the mysterious land of jazz. This time in the Hammond Music Centre giving tuition to the principal, a fine musician who also played solo piano at the hotel. He was delighted to hear of Travelling Jazz Faculty (as was the United World College of South-East Asia). "We would be delighted for you to come to the college with such an interesting and much needed faculty," he said and he would love to have a number of British jazz tutors over for at least three months. Only one thing he could not rise to: the not inconsiderable air fare.

After my departure, fired with enthusiasm, he asked the British Council for help. What a funny reply he had: "We regret to inform you that the audience you envisage attending this seminar is not in line with the audience that we target our activities". Signed Mehdi Namazi, Arts Officer.

So much for flying the flag. I relate this because it seems to illustrate a perennial failure on the part of some people whose positions imply they should know better: that is to grossly underestimate the potential of jazz music and its real value in education. Travelling Jazz Faculty, however, presses on in the sure knowledge that, in portable jazz education, there is something with a great deal of mileage. And it need not be as expensive as you think.



At Stratton School, Peterborough Michael Garrick plays solo on a Kawai Ramsey.

singer from Australia had a logical and natural question, baffling as she did from that tireless nation of globetrotters: "Why not take such courses around the world?"

In the euphoria of the moment the title "Travelling Jazz Faculty" was coined. Under its concision banner flourish a comprehensive range of opportunities: one-off illustrated recitals to specialist residential courses - junior, senior, adult - you name it. T.J.F can probably provide it.

A little anecdote to conclude. Not long ago I was in Singapore for two weeks as MD for that fine singer, Elaine Delmar, who was booked to appear at the Shangri La Hotel. Rehearsals went smoothly: the musicians in the eight-piece resident band were all adequate to the job which was, they later told me, one of the best in Singapore. They were used to dealing with unknown quantities like Miss Delmar and myself.

About the fourth night a deputizing of earnest faces was awaiting me backstage. "Please, Mr Garlick, we hope you don't mind our asking you, but we were wondering if you could possibly spare some time during the day to teach us... about jazz? We can all read music, but... as we are starved of such opportunities here in Singapore, we feel we must make the most of your being here."

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## SECONDARY COMMERCIAL SUBJECTS

**DORSET**  
**ORKESTRA SCHOOL FOR**  
Quick Lane, Bournemouth  
11-18 years  
Required for September.

**COMPREHENSIVE**  
11-18 years  
Required for September.

**EAST SUSSEX**  
**CLAYHAM COMMUNITY**  
11-18 years  
Required for September.

**EAST SUSSEX**  
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## BUCKINGHAMSHIRE COUNTY COUNCIL

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Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms

## FURTHER EDUCATION

**North Devon College, Barnstaple**  
Principal  
Applications are invited from suitably qualified candidates for the post of Principal of this tertiary college which becomes vacant on the retirement of the present Principal on 31 August 1983. Candidates should have substantial experience in further education and a commitment to the development of post-16 education

Salary scale within the upper range for Group 5 Principals £1,885 to £19,611 pa.  
Application form and further details (see please) from Chief Education Officer, County Hall, Topham Road, Exeter, EX2 4QG for return by 29 April 1983.

## HEADTEACHERS

**Secondary**  
**Telny Comprehensive School**  
Lay Lane, Kingsteignton, Newton Abbot.  
(Roll 830)  
Head Teacher Group 10  
Salary Scale £15,248-£16,443 p.a.  
Required September 1983 for this 11-16 coeducational comprehensive school. Application forms and further particulars (s.a.s.) from Area Education Officer, Oldway, Paignton, TQ3 2TE. Closing date 29th April, 1983.

\*\*\*\*\*

## HEADTEACHERS

**Primary**  
**Newton Abbot, Decoy Primary School**  
Deer Park Road, Newton Abbot, TQ12 1DH.  
(Roll 270)  
Head (Group 5)  
Required for January 1984 or earlier if possible. Application forms and further details (s.a.s. footscap) from Area Education Officer, Oldway, Paignton, TQ3 2TE. Closing date 29th April, 1983.

**Keyham College Road Primary School**  
College Road, Keyham, Plymouth, PL2 1NS.  
(Roll 114)  
Head Teacher (Group 4)  
Required January 1984. Further details and application forms (s.a.s.) required from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 29th April, 1983.

**Waltham County Primary School**  
West Hill, Ottery St. Mary, EX11 1UP.  
(Roll 80)  
Head Teacher (Group 2)  
Required September 1983. Application forms and further details (s.a.s.) please from Area Education Officer, Exeter, Devon, TQ3 2TE. Closing date 29th April, 1983.

\*\*\*\*\*

## HEADTEACHERS

**Special**  
**Courlands School (ESN(M))**  
Widley Lane, Crowhill, Plymouth, PL6 5JS.  
(Roll 166)  
Head Teacher (Group 616)  
Required September 1983. Further details and application forms (s.a.s.) required from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 29th April, 1983.

\*\*\*\*\*

## SCALE POSTS

**Secondary**  
**Honiton Community (11-18 Comprehensive)**  
College Lane, Honiton, EX14 8QW.  
(Roll 890)  
Scale 4 - Head of English and Business Studies  
Required September 1983. Closing date 29th April, 1983.

**Plymouth Grammar School**  
Seymour Road, Plymouth, Plymouth, PL7 4LT.  
(Roll 930 Co-educational)  
Required September 1983. Closing date 29th April, 1983.

**Community College**  
Primley Road, Sidmouth, EX10 9LG.  
(Roll 885)  
Required September 1983. Closing date 29th April, 1983.

**Scale 3 (2 Posts) - Roadways**  
(1) Head of Modern Languages  
(2) Head of Music  
This school begins re-organisation into a seven form entry 11-18 comprehensive school in September. Previous applicants for either post will be reconsidered.

**Sidmouth (11-18 Comprehensive)**  
Community College  
Primley Road, Sidmouth, EX10 9LG.  
(Roll 885)  
Required September 1983. Closing date 29th April, 1983.

**Scale 3 - Geography**  
An up-to-date view of the subject is required along with a commitment to the network, for which this area has particular advantages.

**Scale 1 - Home Economics and Textiles**  
An understanding of modern developments in the subject and its application in the curriculum is looked for.

**Sutton High School**  
Regent Street, Plymouth, PL4 8BQ.  
(Roll 375)  
Required September 1983. Closing date 29th April, 1983.

**Scale 1 (Physiology/Biology) - Temporary**  
Required until August 1984.

**Scale 1/2 - English**  
To teach to O level with possibility of A level work. Scale 2 available for a suitably qualified applicant.

**Public High School for Boys**



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**ACADEMIC OF ENGLISH**  
 31 required for September  
 1983. Experienced gradu-  
 ate to be sent to the de-  
 partment with special respon-  
 sibility for developing and  
 maintaining library activities  
 to meet through the use  
 of adult range.  
 Application forms and  
 other details are available  
 on request from the  
 headteacher at the school.  
 Closing date: 27th April  
 1983. (23311) 1542d

[illegible]

70 pupils - 84th Form 200.  
 awarded for September 1883,  
 for the following reasons: a  
 good honours graduate in En-  
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 profession, and a good Aca-  
 demic level and Sixth Form  
 Entrance standard. Excellent  
 opportunities for class form  
 as well as will to take a  
 3 English Literature  
 a first year in-  
 troduction to the care and  
 education. Graces if so  
 wished. Post suitable for  
 the candidate for his experience  
 and interest. The success  
 of the applicant will be expected  
 to contribute to extra-curricu-  
 lar activities. He has personal  
 responsibility.

Letters of application in-  
 clude a list of his  
 qualifications, experience and  
 interest together with names  
 of two academic referees  
 who should be available to  
 the Headmaster.

† Teacher clipboard

**METROPOLITAN  
BOROUGH OF WIRRAL**

**WIRRAL CHAMMAR  
SCHOOL FOR BOYS**  
Cres Lane, Bebington,  
Wirral

**1,000 boys**

**Required for September  
1953. An experienced,  
good Homecraft Graduate in  
ENGLISH to be third in a  
boy department. This is a  
SCALE 2 post which would**

level and assisting with the organization of the Department's resources. Help with the School magazine and Drama productions would be welcome.

Application forms may be obtained from the Headmaster at the School to whom they should be returned as soon as possible. 1025201 152420

**Required for autumn term 1983: enthusiastically young**

TABLE 1. Experimental design in model levels of secondary education.

Scale of English teacher of temporary  
Applications to Head-  
teacher enclosing 132432  
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### NINEHEAD MIDDLE NINEHEAD

**MINEHEAD MIDDLE, MINEHEAD**  
 1-13 March 1981  
 for September 1983  
 Head of MATHS MAIN F.S. Bldg 2, Bldg 7, 7/11 and 11/11 and 11/11

**DULVERTON MIDDLE, DULVERTON**  
 0-13 Mixed 145]

Applications by letter to the President of the Council of the Curriculum and Examinations  
 Closing date: 27th April 1983

**HUGH SEXEY (MIDDLE, BEAR) AND  
WEDMORE**  
(p-13) Chap 4801

Applications by letter as soon as possible to the Head of the school, with curriculum vitae and names of two referees. Enclosing passport SAE.

**SPECIAL EDUCATION SUPPORT TEACHER**  
For September 1993

Application form and details (SAE) from The Staffing (1) Section, Education Department, County Hall, Taunton, TA1 4DY

ADVOCATE TEACHERS OF THE HEARING IMPAIRED  
1 or September 1983  
Advocacy teachers of the hearing impaired for the Yvonne A. Gaudin and her husband  
teachers of the deaf (teachers of working with the hearing and the deaf children and their

Application form and details (SAIL Form No. F2021) is to be sent to our main Department  
County Hall, Exeter EX1 1LH  
Closing date 3rd May 1985

For September 1983  
 Temporary for one year. Teachers of the Drop to work with well established unit for grace  
 aged children in Iaurton. So far a plus special class allowance  
 4 teachers have been paid as ICAF plus the Stading (7) Find in it duration December.

Closing date 3rd May, 1983

**MARY HEADSHIP**

**ST. JOSEPH'S R.C.V.A. PRIMARY,  
BURNHAM-ON-SEA**  
For January 1984

Applications are invited from suitably qualified practicing Cellulose Chemists. Applications by letter in the first instance to the corresponding address in the advertisement.

**NR. WELLINGTON**  
 For January 1983  
 HEAD for this Group: 150000

**LONG SUTTON C.E.V.A. PRIMARY,**

For September 1993  
HEAD for the Group 3 School Practising Christian preferred.  
Application form and details (SAE) from The Staffing (T) Section, Education Department.

Please note that the School is group 3 and not 5 as advertised in last weeks issue.

**TAUNTON**  
For January, 1984 or earlier if possible  
HEAD for the Group 6-5 1 of School, 236 on roll. Applications are invited from qualified and experienced teachers who are committed and active communicants members of the

Re-advertisement - Previous applicants will be reconsidered.  
Application forms and details (SAE) from The Staffing 111 Section, Education Department,  
County Hall, Taunton TA1 4D4.  
Closing date 31st May, 1993.

**MARY**  
NORTH PETHERTON COUNTY JUNIOR,  
NORTH PETHERTON, NE BRIDGWATER

1144 For September 1983  
Exposition: JUNIOR TEACHER, Stage 1, for older juniors with an interest in fine  
galleries, art and craft.  
Closing date: 29th April 1983

**ST. JOHN'S C.E.V.C. JUNIOR,  
HIGHBRIDGE, BURNHAM-ON-SEA**  
(21) For September 1983.

**CURRICULUM SUPPORT TEACHERS**

**NORTH TOWN COUNTY PRIMARY,**

(377) for September 1983.  
Teacher, Grade 2, to take responsibility for MATHEMATICS throughout the school. Must  
be willing to teach any junior age range.  
Structure: 1983-84.

**ST. GILOAS' R.C.V.A. PRIMARY, YEOVIL**  
(234) For September 1983  
Teacher, Scale 1, for Infants

**ST. JOSEPH'S R.C.V.A. PRIMARY,**

(22) For September 1983.  
Qualified Purchasing Catholic Teacher, Grade 1  
Closing date 28th April, 1983

**PRIMARY DEPUTY HEADSHIPS**  
**BRUTON COUNTY PRIMARY, BRUTON**

**RURITON COUNTY PRIMARY, NR.**

**BRIGWATER**  
For September, 1980  
DEPUTY HEAD for the Group 4 - split the school to teach middle infants  
Closing date 26th Aug 1981

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**Other Assistants**

**BEKESHIRE**  
PROMOTIONAL COLLEGE  
65 Bath Road, Reading, Berks  
Independent Roman Catholic  
Youth Grammar School 1960  
Required for September 1961  
to 1962. Good to Excellent  
to 'A' Level and some Fail  
in lower forms.  
Burnham Heath, Hants.  
Appointments with 2-3  
to the Headmaster, 1961-1962

**CORNWALL**  
CRISTOL SCHOOL  
Cornwall TQ1 1TU  
Required for September 1961  
to 1962. Good to Excellent  
to 'A' Level and some Fail  
in lower forms.  
Appointments with 2-3  
to the Headmaster, 1961-1962

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The post will include a description of the position, the applicant's writing to the Headmaster, giving details of his qualifications, and the names and addresses of two referees.

**LONDON**

Required for September  
1954: **CALL-FEAT** (London)  
**CONGRUENCE** in the  
form of "O" and "A".  
C.C.E.

Please apply by letter,  
including a curriculum  
vita, to the following  
addresses of the referees:  
Mr. H. Headlam,  
University of Hull, Hull  
C. P. R. C., 100 W. 100 W.  
AUL 1021771

**SURREY**

**ECONOMICS TEACHER**  
part-time  
Inquired for a level  
for St Michael's, Limerick  
Oxford, Surrey. I'ds can  
a full time post if come  
with a second subject.  
Apply immediately  
c/o and two refs  
(09361)











## PREPARATORY SCHOOLS

### DERBYSHIRE

Junior Subjects teacher required in September 1983 at school. Responsible for first three years of primary education. Apply with full details to the Headmaster, The Levensham School, Levensham, Derbyshire. Tel: 0332 810431.

### DERBYSHIRE

OARLOCKOUGH HALL, Derbyshire, Chesterfield, Derbyshire. Tel: 0346 810431.

Independent, Catholic, Preparatory School. 130 pupils. Required for September 1983. Headmaster, Oarlockough Hall, Derbyshire. Tel: 0346 810431.

Apply in writing with details of experience to the Headmaster, Oarlockough Hall, Derbyshire. Tel: 0346 810431.

### DORSET

PREPARATORY SCHOOL. A teacher is required for a one-year preparation to the place of a member of staff to teach in the first three years of primary education. Apply with full details to the Headmaster, The Levensham School, Levensham, Derbyshire. Tel: 0332 810431.

HERTFORDSHIRE. DUNCOMBE SCHOOL. Required for September 1983. Headmaster, Duncombe School, Hertfordshire. Tel: 0344 810431.

### KENYA

SANDA SCHOOL. Required for September 1983. Headmaster, Sanda School, Kenya. Tel: 0344 810431.

### LONDON SW7

OLIVE'S CATE SCHOOL. Required for September 1983. Headmaster, Olive's Cate School, London SW7. Tel: 0344 810431.

### LONDON

PREPARATORY SCHOOL. Required for September 1983. Headmaster, Preparatory School, London. Tel: 0344 810431.

### NORTHANTS

PREPARATORY SCHOOL. Required for September 1983. Headmaster, Preparatory School, Northants. Tel: 0344 810431.

### PORTSMOUTH

THE LOWER SCHOOL. Required for September 1983. Headmaster, The Lower School, Portsmouth. Tel: 0344 810431.

### RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND. Required for September 1983. Headmaster, Richmond School, London. Tel: 0344 810431.

### SOMERSET

WELLS CATHEDRAL JUNIOR SCHOOL. Required for September 1983. Headmaster, Wells Cathedral Junior School, Somerset. Tel: 0344 810431.

### LONDON

PREPARATORY SCHOOL. Required for September 1983. Headmaster, Preparatory School, London. Tel: 0344 810431.

### STAFFORDSHIRE

PREPARATORY SCHOOL. Required for September 1983. Headmaster, Preparatory School, Staffordshire. Tel: 0344 810431.

### STAFFORDSHIRE

PREPARATORY SCHOOL. Required for September 1983. Headmaster, Preparatory School, Staffordshire. Tel: 0344 810431.

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### STAFFORDSHIRE

PREPARATORY SCHOOL. Required for September 1983. Headmaster, Preparatory School, Staffordshire. Tel: 0344 810431.

### Heads of Department

HEALTH AND SAFETY. Required for September 1983. Headmaster, Health and Safety, Staffordshire. Tel: 0344 810431.

### HEALTH AND SAFETY

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### COLLEGES OF FURTHER EDUCATION

COLLEGE OF FURTHER EDUCATION. Required for September 1983. Headmaster, College of Further Education, Staffordshire. Tel: 0344 810431.

### COLLEGE OF FURTHER EDUCATION

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COLLEGE OF FURTHER EDUCATION. Required for September 1983. Headmaster, College of Further Education, Staffordshire. Tel: 0344 810431.

### AVON COUNTY

AVON COUNTY. Required for September 1983. Headmaster, Avon County, Staffordshire. Tel: 0344 810431.

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# ilea Inner London Education Authority

## PADDINGTON COLLEGE

### Faculty of Engineering

#### Department of Engineering Technology

#### Paddington Green, London W2 1NB

#### SENIOR LECTURER IN COMPUTER AIDED LEARNING

to act as College Co-ordinator to advise on the use of computers and the suitability of equipment for a wide range of courses throughout the College.

Wide experience in the use of computers in education is required. The teaching programme will be arranged to suit the particular interests of the person appointed. Applicants should possess a degree or equivalent qualification. (Ref: 83/15).

LECTURER II IN ELECTRONICS to teach on TEC block and day release courses. Applicants should have an interest in the applications of electronics to communications or industrial control and instrumentation. (Ref: 82/65).

LECTURER grade I in ELECTRICAL INSTALLATION. A qualified and experienced person is required to join an enthusiastic team of lecturers teaching electrical installation work to students on City and Guilds 236 Course, parts I and II.

The Department has excellent electrical installation facilities which have recently been considerably improved and extended. Applicants should be approved electricians and have an interest in imparting their knowledge to young people. Some previous teaching experience is desirable. (Ref: 80/1).

### Department of Road Transport and Mechanical Services

#### Paddington Green, London W2 1NB

#### LECTURER grade II to be responsible for motor vehicle training

Vehicle Training Scheme and Integrated Training Courses. Applicants should hold a teaching qualification, full technological certificate of the CGLI or equivalent or have relevant industrial experience. Membership of the IMI or IRTE is desirable. (Ref: 82/49).

LECTURER grade II to be responsible for motor vehicle training. Applicants should hold a teaching qualification, full technological certificate of the CGLI or equivalent or have relevant industrial experience. Membership of the IMI or IRTE is desirable. (Ref: 83/7).

### Faculty of Science

#### Department of Biological Science

#### Paddington Green, London W2 1NB

#### LECTURER grade II in IMMUNOLOGY to teach this specialist subject at TEC Higher Certificate and IMLS Fellowship level.

Applicants should also be able to contribute significantly to the teaching of other medical laboratory subjects eg blood group serology. The person appointed will be expected to teach on courses having a work experience element. (Ref: 82/56).

LECTURER grade II in MANAGEMENT INFORMATION SYSTEMS required to join an existing team in the development of management and supervisory teaching both within the Department and across the College. Particular emphasis is laid on the development of a 'resource base' for business studies and management teaching which is relevant to courses examining information systems in organisations. The successful candidate will also assist with the development of new short courses; the identification of training needs within the College and local organisations and the development of BEC Post Experience Units. Teaching duties will include the subject of Management Information Systems to the BEC/TEC National Diploma Group and other related subjects to other groups as appropriate. (Ref: 83/8).

LECTURER grade II in NUMERACY to take over and expand on a numeracy workshop. Candidates should be able to develop assignments and projects, worksheets and materials relevant to the teaching of numeracy to a variety of levels of ability and across a variety of applications to business studies courses. Familiarity with CBL and CAL packages would be a decided advantage. The successful candidate would represent the Department in the College for the development of educational materials with the emphasis on the teaching of Mathematics, Statistics and Numeracy. Teaching duties would naturally be associated with the teaching of some aspect of numeracy to business studies students. (Ref: 83/13).

LECTURER grade I to teach ECONOMICS, STATISTICS and related subjects to groups which may include BEC General Certificate Levels, GCE 'O' and 'A' level, BEC/TEC National Diploma in Computer Studies and BEC Post Experience courses. Candidates able to work in the environment of a 'workshop' with particular reference to CAL and CBL would have an advantage. (Ref: 83/10).

Further details may be obtained from the Secretary to the Department at the address shown, quoting the appropriate reference number. Closing date for all applications - 3rd May, 1983. Salary scales in accordance with the Sunning (FE) award effective from 1st April, 1982 (subject to formal approval).

Senior Lecturer - £10,173 to £11,964  
Lecturer II - £9,955 to £11,022  
Lecturer I - £9,355 to £10,267

All the above are incremental scales, plus £939 Inner London Allowance. Starting point dependent upon qualifications, training and experience.

ilea is an equal opportunities employer.

## ilea Inner London Education Authority

### SOUTH EAST LONDON COLLEGE

#### Breakspears Road, Lewisham Way, London SE4 1UT

## Vice-Principal

Vacancy from 1 September 1983 for Vice-Principal, one of three in this large Group 9 College. Main area of responsibility will be for all staffing matters and the current salary is £18,761 (plus £939 Inner London allowance). Applicants should have a wide experience of teaching in further education and of administration within a large college.

Application forms, returnable by 29 April 1983, and further particulars can be obtained from the Senior Administrative Officer, SELTEC, at the above address, or telephone 01-692 0353, Ext. 308. ilea is an equal opportunities employer

### FIFE REGIONAL COUNCIL EDUCATION COMMITTEE

#### GLENROTHES AND BUCKHAVEN TECHNICAL COLLEGE

## DEPUTY PRINCIPAL

Applications are invited for this senior post which has become vacant as a result of the promotion of the present holder. The college offers a wide range of full-time and part-time courses in engineering, catering, commerce, business studies and general education as well as an extensive programme of post-experience short courses and seminars. There is also a substantial inter-departmental commitment to YOP, YTS and other vocational preparation initiatives. The college is grade 5 in terms of the Scottish Teachers' Salaries Memorandum and the present salary is £18,148 (under review). Banted housing in the new town may be available. Further information is available from the Principal; application forms may be obtained from the Director of Education Wemyssfield Kirkcaldy to whom they should be returned not later than Friday 25th April, 1983. Ref: 47/TES/29664.

## KEIGHLEY TECHNICAL COLLEGE

## APPOINTMENT OF PRINCIPAL

Applications are invited for the above post to succeed Mr J. Longdon O.B.E. who is retiring at the end of the Summer term 1983. The college is in Group 5 (salary range, currently £18,657 to £19,611), is situated in the centre of Keighley and is organised into five departments:

- Business & Management Studies.
- Community Education and Staff Development.
- Construction Industries.
- Engineering.
- General Education, Science and Computing.

Further information and application forms can be obtained from the Clerk to the Governors, Keighley Technical College, Cavendish Street, Keighley, BD21 3DF. Completed forms to be returned by 6th May 1983.

City of Bradford Metropolitan Council

### HUMBERSIDE COUNTY COUNCIL GRIMSBY COLLEGE OF TECHNOLOGY

#### VICE-PRINCIPAL GROUP 6

Applications are invited from suitably qualified persons with experience in Further Education at a senior academic level for the above post in a College undergoing re-organisation, which will give the successful candidate the opportunity to become involved in operating and developing systems of learning, training and education suitable for the late 1980's and beyond.

Further details may be obtained from the Principal, Grimsby College of Technology, Nuns Corner, Grimsby, South Humberside DN34 5BQ. Tel: 0472-79292, to whom applications should be returned by 25th April, 1983.

Please send a stamped addressed envelope. Full and fair consideration will be given to all disabled applicants.

### DURHAM COUNTY COUNCIL CONSETT TECHNICAL COLLEGE

#### (Group 4)

## POST OF PRINCIPAL

Applications are invited from persons with suitable qualifications for the post of Principal of Consett Technical College. The college is at present organised in two departments namely, Business and General Studies, and Technology.

The Committee is looking for a person with administrative and organising ability who has broadly based experience in technical and further education. The college is placed in Group 4 under the Durham Further Education Committee's Report and the salary attached to the post will be at a fixed point within the range for a Group 4 Principal.

Further details and application forms, returnable by 3rd May, 1983 from the Director of Education, County Hall, Durham DH1 5UJ on receipt of a stamped addressed foolscap envelope.

### NORFOLK

#### GREAT YARMOUTH COLLEGE OF FURTHER EDUCATION

## Head of Department of Engineering and Construction

#### Grade III. £12,477-£13,932

Applications are invited from suitably qualified persons for this Headship, tentable from 1st September, 1983.

Application form and further particulars may be obtained from the Principal (s.o.s. please), Great Yarmouth College of Further Education, Southtown, Great Yarmouth, NR31 0ED.

### LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

#### COLLEGES OF FURTHER EDUCATION

#### THOMAS DANBY COLLEGE

#### Roundhay Road, Sheepscar, Leeds LS7 3BG

#### Principal: Dr B. J. Boffey Tel: 494912

Following an academic reorganisation at the College, the following staff are required from September 1983 or as soon as possible thereafter.

HEAD OF DEPARTMENT: COMMUNITY SERVICES: GRADE IV (£13,481-15,117) (Nursery Nursing, Pre-Health Services, Social Care, Haldersing, Home Management and Family Care).

HEAD OF DEPARTMENT: FOOD TECHNOLOGY: GRADE IV (£13,481-15,117) (Baking, Meat Technology, Food Science).

Applicants should be suitably qualified and have relevant experience in industry and further education and will be expected to demonstrate a high level of management ability. In addition to the management duties connected with the efficient operation of a large department each Head will have certain functional responsibilities across the College and will be a member of a team of senior managers.

Further details, including job description and application form are obtainable from the Principal (please enclose a large stamped addressed envelope) to whom completed application forms should be returned within 14 days of the appearance of this advertisement. It is expected that interviews will be held in May.

Leeds is an equal opportunities employer.

### Somerset County Council

#### SOMERSET

#### YEovil COLLEGE, YEovil

#### For September 1983:

#### LECTURER Grade II in Computer Science

#### To lead and guide the development of this subject area throughout the College and to teach both Computer Science and Mathematics to 'A' Level. It is expected that the successful candidate will have both appropriate qualifications with teaching and industrial/commercial experience.

Application form and details (SAE) from: The Director of Resources, Yeovil College, Ilchester Road, Yeovil. Closing date: 29th April, 1983.

### BIRMINGHAM

#### EDUCATION DEPARTMENT

#### BROOKWOOD TECHNICAL COLLEGE GREAT BARR

#### Birmingham B44 8NE

#### LECTURER II - YOUTH

#### £9,455 - £11,022

This post is within the newly designated College Training Category.

Requirements are to assist in the development of a broad-based training programme for young people and in the day-to-day running of the college. The successful candidate will be expected to work with a variety of students and to have a good knowledge of the college's resources.

Applicants must possess a teaching qualification or equivalent and have a minimum of 3 years' experience in the field of youth work or education. The successful candidate will be expected to have a good knowledge of the college's resources.

There is a scheme for the removal of candidates from the list of applicants who are not successful.

Application forms and further particulars obtainable from the Director of Resources, Yeovil College, Ilchester Road, Yeovil. Closing date: 29th April, 1983.

Leeds is an equal opportunities employer.

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## OVERSEAS

## AUSTRALIA

**QUEENSLAND OF EDUCATION**  
The Department of Education is offering a number of vacancies for the following posts effective 1st September 1983:

**TECHNICAL AND FURTHER EDUCATION**  
Vacancies exist for the following disciplines with the following duties: Cooking and Hotel Catering, Teacher, Electrical, Picture/Mechanical, Motor Vehicle, etc.

**QUALIFICATIONS:** Applicants must hold recognised qualifications or appropriate experience and a minimum of 10 years full-time teaching experience.

**SALARY:** In the range of \$37,718 to \$53,422 depending upon qualifications and experience.

Interviews will be held in the U.K. during the second half of June 1983.

Further information and application forms available from the office of the Agency General for Queensland, P.O. Box 34, 33 St. Marks, London NW1 3JX.

After 29th April 1983, applications should be sent to Queensland College, 460000, 1022521.

## BAHAMAS

**QUEEN'S COLLEGE**  
P.O. Box 17187, Nassau, Bahamas

Applications are invited for the following posts effective 1st September 1983:

1. Music to Primary Grades 15 to 11 year olds.
2. Librarian for the Primary (also to offer assistance in Mathematics).
3. History and/or English for High School (through to 11th level).

Applications should include a curriculum vitae and a recent photograph. Interviews are presently being held in the U.K. and contact should be included.

Applications should be directed to Mr. Charles A. Swain, Principal, at P.O. Box 17187, Nassau, Bahamas.

After 29th April 1983, applications should be sent to Queen's College, 460000, 1022521.

## FINLAND

**INFANT SCHOOL TEACHER**  
For September 1983, the Finnish Ministry of Education is seeking a teacher for the Finnish language and mathematics in the primary school.

**SALARY:** FIM 2400 per month, plus travel expenses and accommodation arranged.

**Send application:** latest May 3rd 1983, with a curriculum vitae, recent photograph, and relevant qualifications to: Mr. A. J. Järvelin, Ministry of Education, P.O. Box 17187, Nassau, Bahamas.

**FRANCE**  
A Teacher of English to French students of English for University year 1983-84. Applicants should have teaching experience and a working knowledge of French.

**Further details from:** Mr. P. C. A. University, Place de la Sorbonne, 75000 Paris, France.

**Other details:** Relocation allowance of 20% of basic salary in first year, 10% in second year; spousal allowance of 20% of basic salary; family allowance; personal allowance of JD 22 per month; housing allowance of JD 20 per month; two months annual leave; return air fare every year; accident insurance and contribution to a health insurance programme.

**Postholders under some circumstances will be entitled to an administrative allowance and a cost of living allowance.**

**Contract:** The postholder will sign a one year renewable contract with Bir Zeit University 1st October, 1983. The Council will issue a guarantee contract which also covers the salary.

**Starting date:** 1st October, 1983.

**Applications should be received by 9th May, 1983, 10.00 a.m.**

**GERMAN DEMOCRATIC REPUBLIC**  
Lecturer in English  
Humboldt University, East Berlin  
Reference: 83 B 47

**Duties:** To teach English and phonetics at the Anglistik/Amerikanistik Department (Language Study Section).

**Qualifications:** Candidates, preferably single, should be British Nationals with a degree in Linguistics or related field, and several years relevant teaching experience.

**Salary:** Local salary appropriate to qualifications and experience plus starting salary £3,767 per annum paid in Britain.

**Contract:** 1 year contract, renewable, commencing September, 1983.

**For further details and application form, please write to the post reference number to: Overseas Educational Appointments Department, The British Council, 80-81 Tottenham Court Road, London W1P 0DT.**

**Special Qualifications:** Experience of EST and staff development is essential. Experience of SE Asia is desirable. Male candidates preferred.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** Nil - £393 depending on salary level and marital status.

**TUNISIA**  
ESP Adviser to Institutes of Higher Education  
Institut Bourguiba des Langues Vivantes  
Tunis  
Reference: 83 K 14

**Duties:** To establish an ESP Advisory Unit based in the IBL which would be responsible for advice on methods, development of materials, further training of ESP lecturers in the Institutes of Higher Education; involving in designated counterpart staff.

**Special Qualifications:** 5 years ESP experience in University level, most of which should have been overseas, elementary knowledge of French essential.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £82 - £1,846 depending on salary level and marital status.

**General Qualifications:** Essential for all Kelt posts: Degree or equivalent; teaching qualifications including TEFL or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3-5 years teaching experience, including at least 2 years' experience overseas. All candidates must be UK citizens, preferably aged 30-60, with British educational background.

**Benefits:** Salary free of UK Income tax; variable overseas allowances according to marital status and salary level; free family passages; children's education allowance and holiday wage; free furnished accommodation; out-of-pocket expenses; medical scheme; baggage allowance; recognised superannuation scheme or an allowance of 11% of salary in lieu.

**Contracts:** Contracts will be for 2 years initially with the British Council.

**Closing date for applications:** 4th May, 1983.

**Interview in late May/June 1983.**

**For further details and an application form, please write, quoting the post reference number to: Kelt Section, Overseas Educational Appointments Department, The British Council, 80-81 Tottenham Court Road, London W1P 0DT.**

**THAILAND**  
Adviser for the Establishment of an MA EST programme  
King Mongkut Institute of Technology (KMUT) Bangkok  
Reference: 83 K 11

**Duties:** To collaborate with the Co-ordinator and staff of KMUT to develop an MA programme for EST; to continue the existing staff development programme; to supervise staff preparing to help on the MA programme; to continue the programme of materials development; to teach on the MA course once established.

**Qualifications:** Candidates, male only, must have 5 years relevant overseas experience which should include the Arab world, 10 years experience in TEFL with direct teaching and teaching training experience. A good working knowledge of Arabic both written and spoken and a driving licence are essential.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £378 - £5,588 depending on salary and marital status.

**SIERRA LEONE**  
2 Lecturers in English Language  
Makeni Teachers College  
Bo Teachers College  
Reference: 83 K 12-13

**These two posts form part of a programme to revitalise English teaching at primary level in Sierra Leone.**

**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £378 - £5,588 depending on salary and marital status.

**Malaysia**  
Professor  
Faculty of Educational Studies  
Universiti Pertanian, Selangor  
Reference: 83 K 10

**Duties:** to assist the Head of Department in reviewing the curriculum and designing courses relevant to the needs of the country; to advise on the choice of textbooks and equipment; to advise on and undertake research projects in TESOL; to organise seminars and short courses; to plan and implement a staff development programme to doctoral level.

**Special Qualifications:** The candidate is expected to hold currently a university post at Reader or Professorial level. A postgraduate TESOL qualification preferably at PhD level with at least 7 years overseas experience and experience of Curriculum Development is essential.

**Salary:** £13,608 - £17,338 per annum.

**Overseas Allowance:** Nil - £1,958 depending on salary level and marital status.

**Maldives Islands**  
Adviser in ELT  
Educational Development Centre  
Male  
Reference: 83 K 9

**Duties:** to organise an ESP programme; to assist in upgrading the quality of the English Language

**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £378 - £5,588 depending on salary and marital status.

**OMAN**  
Chief Inspector of English  
Ministry of Education  
Muscat  
Reference: 83 K 17

**Duties:** To advise the Ministry of Education on the teaching of English Language in Government schools; to co-ordinate the work of the English Language Teaching Unit, which will include distance teaching by television and radio, the production of examinations and supplementary teaching materials and evaluation of materials in use or being tried; to co-ordinate the training of teachers and the work of the English Language Inspectorate through the Omani Area Director and to co-operate with the Head of the ELT Unit in ensuring the English Language programme follows the Ministry established policies; to train an Omani counterpart.

**Special Qualifications:** Candidates, male only, must have 5 years relevant overseas experience which should include the Arab world, 10 years experience in TEFL with direct teaching and teaching training experience. A good working knowledge of Arabic both written and spoken and a driving licence are essential.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £378 - £5,588 depending on salary and marital status.

**ITALY**  
CENTRO EDUCATIONE  
Savona, Liguria, Italy  
Two qualified English language teachers required to teach English to Italian students.

**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £378 - £5,588 depending on salary and marital status.

**IRAKI**  
THE AMERICAN SCHOOL  
Baghdad, Iraq  
For September 1983, the American School is seeking a teacher for the English language and mathematics in the primary school.

**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £378 - £5,588 depending on salary and marital status.

**PORTUGAL**  
THE PORTUGUESE BRITISH SCHOOL  
Lisbon, Portugal  
For September 1983, the Portuguese British School is seeking a teacher for the English language and mathematics in the primary school.

**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £378 - £5,588 depending on salary and marital status.

**GERMANY**  
The British Council  
For September 1983, the British Council is seeking a teacher for the English language and mathematics in the primary school.

**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £378 - £5,588 depending on salary and marital status.

**NETHERLANDS**  
The British Council  
For September 1983, the British Council is seeking a teacher for the English language and mathematics in the primary school.

**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

**Salary:** £10,528 - £14,683 per annum.

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**SPAIN**  
The British Council  
For September 1983, the British Council is seeking a teacher for the English language and mathematics in the primary school.

**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £378 - £5,588 depending on salary and marital status.

**SWITZERLAND**  
The British Council  
For September 1983, the British Council is seeking a teacher for the English language and mathematics in the primary school.

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**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £378 - £5,588 depending on salary and marital status.

**UNITED STATES**  
The British Council  
For September 1983, the British Council is seeking a teacher for the English language and mathematics in the primary school.

**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

**Salary:** £10,528 - £14,683 per annum.

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**WEST GERMANY**  
The British Council  
For September 1983, the British Council is seeking a teacher for the English language and mathematics in the primary school.

**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

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**YUGOSLAVIA**  
The British Council  
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**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

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**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

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**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £378 - £5,588 depending on salary and marital status.

**WEST GERMANY**  
The British Council  
For September 1983, the British Council is seeking a teacher for the English language and mathematics in the primary school.

**Qualifications:** Candidates should have at least 5 years' experience in the teaching of English to non-native speakers at primary level.

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**YUGOSLAVIA**  
The British Council  
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**Salary:** £10,528 - £14,683 per annum.

**Overseas Allowance:** £3







CITY OF WAKEFIELD  
METROPOLITAN DISTRICT COUNCIL  
EDUCATION DEPARTMENT  
8 BOND STREET, WAKEFIELD

## ASSISTANT EDUCATION OFFICER

PO2(f) £13,413-£14,676

This is a third tier post which covers a varied range of work within Further and Higher Education, the Youth and Careers Services and links with the Manpower Services. Ideally applicants should have experience in an Education Department and be honours graduates with teaching experience.

Request for application forms and further details (accompanied by a s.e.s.) should be addressed to The Chief Executive (Personnel Section), Town Hall, Wakefield, to be returned by 27th April, 1983.

Education Department

## Principal Careers Officer

Salary P.O.I. (c)  
£11,457-£12,771  
per annum (inclusive)

Applicants should have extensive experience at a Senior Management level in the Careers Service and hold the Diploma in Careers Guidance or equivalent qualifications.

Application forms and further particulars available from the Director of Educational Services, Town Hall, Friern Barnet, London, N11 3DL.

Telephone (01) 364 1255, Ext. 221. Reference ADM/E/161. Closing date 29th April, 1983.

We welcome applications from registered disabled people.

London Borough of Barnet

GATESHEAD  
METROPOLITAN  
BOROUGH COUNCIL

DEPARTMENT OF EDUCATION  
PROJECT FOR UNDER-ATTAINING PUPILS

## PROJECTOR CO-ORDINATOR

Southern Head Teacher Group 7  
£12,405 to £13,578 - Pay Award pending

As a result of a recent successful bid for the above project the Authority wishes to appoint a well qualified and experienced project co-ordinator for this important post.

It is anticipated that the person appointed will have the appropriate teaching experience as well as experience in curriculum development. Application forms and further particulars are available from the Director of Personnel and Management Services, 7th Floor, Aldin House, Tynegate Precinct, Sunderland Road, Gateshead, Tyne and Wear, NE8 3EL.

Closing date for applications is 6th May, 1983.

Buckinghamshire County Council  
AYLESBURY COLLEGE

## ASSISTANT ADMINISTRATIVE OFFICER

AP 4/5 £6,873-£8,325

Applications are invited from suitably qualified and experienced men or women for this post which is vacant following the appointment of the previous holder to a senior post elsewhere.

Application forms and further particulars available from the Senior Administrative Officer, Aylesbury College, Oxford Road, Aylesbury, Bucks. Telephone Aylesbury 34111.

City of  
Manchester

EDUCATION  
COMMITTEE

## Senior Stage Inspector Secondary Education

Salary Scale - Burnham Headteacher  
Group 11 - £16,458-£17,662 pa.

Required from 1st September 1983 in the Inspecrole Branch. Essential Car User allowance. Removal and associated expenses up to a maximum of £1,000 payable in appropriate cases.

The City Council operates a Union Member agreement under which a new employee is required to become a member of a recognised Union.

Application forms and further details from the Chief Education Officer, Crown Square, Manchester M60 3BB quoting reference E27. Tel: 061-2282191, Ext. 7315. Closing date 29th April 1983.

## SENIOR ADMINISTRATIVE OFFICER

£8,658 to £9,231  
Borrow in Furness

Cumbria County Council invites applications from men and women for this vacancy at Borrow in Furness College of Further Education, Howard Street, Borrow in Furness, to be the Head of the Administrative Department of the College of Group V.

Applicants must have appropriate professional qualifications with substantial experience in accountancy, budget preparation/control and staff management.

Further details and application form from the Principal of the College to whom forms should be returned by 29th April. Please enclose s.e.s. when requesting application form.

Cumbria

METROPOLITAN BOROUGH OF  
SEFTON

## DEPUTY CHIEF EDUCATION OFFICER

£16,134-£17,187 (under review)

This is the only deputy level post in the Department and the successful candidate will be directly responsible to the Chief Education Officer.

Applicants should have extensive experience of education management at a senior level.

The Department's responsibilities cover those normally found in a metropolitan district and the appointee will be expected to bring a vigorous and effective approach to the management of the service in Sefton.

With a population of 300,000 the Borough is an interesting environment, ranging from urban development in the southern part, through pleasant residential areas set in open country, to the resort of Southport in the north.

100 per cent removal expenses are refundable in appropriate cases and an essential user car allowance is payable.

Further details and application forms, returnable by 23rd April, 1983, are obtainable from Personnel and Management Services Officer, Town Hall, Oriel Road, Sefton, Merseyside, L20.

## Senior Inspector for Further Education

LINCOLN BHTG 10 £16249 - £16443

Applications are invited for the post of Senior Education Inspector for Further Education from well qualified and experienced teachers/lecturers.

The person appointed will be based at Lincoln but will be expected to act as an Inspector/Advisor/Consultant with reference to the 16-19 stage of education (school and college based) throughout the County. Advisory experience would be an added advantage.

Application forms and further details are available from the Personnel and Management Services Officer, County Offices, Lincoln, LN1 1YQ. telephone Lincoln (0522) 24482, to whom completed forms should be returned by 26 April 1983. (Please quote EO399).



Lincolnshire  
County Council

Boxley is expanding its Careers Service in the light of the implementation of the Youth Training Scheme. Three additional posts have been agreed.

## ASSISTANT PRINCIPAL CAREERS OFFICER

Salary £10,101-£10,668

As one of two APCOs you will work as an integral member of the Careers Service with specific responsibility for the management and development of employment, unemployment, and handicapped services. You must be qualified with at least four years experience within the Careers Service.

## CAREERS OFFICERS (2)

£7,470-£8,142

To undertake the full range of duties in schools, with employers, and with the unemployed. Qualifications essential.

All Careers Staff in Boxley have a responsibility under the Youth Training Scheme. Many aspects of the Careers Service of administration are now computerized and staff have to complete data entry forms so that information can be transmitted by data only via visual display units.

All three postholders will be based at the Careers Centre, Civic Offices, Boxley Heath.

Application forms and further details from the Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN (01-303 7777, Ext. 542/543). Closing date 29th April, 1983.

Bexley

## City of Sheffield RECREATION MANAGER FOR THE HURLFIELD CAMPUS DUAL USE SPORTS CENTRE

SO1 £8,658-£9,231

The post has been created to organise and develop the day to day operation of indoor and outdoor sports facilities which include Swimming Pool, Sports Hall, Gymnasium, Playing Fields, and Outdoor Tied Court Areas. The successful applicant will have primary responsibility for the development of public use, but will also be part of the whole Campus organisation.

The person appointed could have Sports Centre experience and background which would be an advantage. He/she must be knowledgeable about and committed to sport and its encouragement, preferably with organising and coaching experience. Sympathy towards the concept of dual use is essential and applicants must be committed to this concept, to the policies of the Recreation Department and to contribute towards a team effort to ensure success for the Campus operation.

Further information can be obtained by telephoning Mr. H. Oulf (Sports Development Co-ordinator) on 0142 56244 ext. 282. It is intended that this appointment be effective from 1st June, 1983 or as soon as possible thereafter.

Application forms and job descriptions from the Director of Recreation and Amenities, Recreation Department, P.O. Box 161, Moorsbrook Park, Brook Road, Sheffield S8 9FL, tel. 0742 56244 ext. 246. Closing date 29th April.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, age or race.

Education Committee

## Chief Administrative Officer

Grade P02C  
£14,160-£15,423 p.a. inc)

The Authority is seeking to fill this senior post, which became vacant on 1 April 1983, from candidates with varied and substantial experience in Education Administration.

Brent is a multi-racial borough - it has one of the largest black ethnic minority communities in the country - it has an extremely diverse range of policies and services which reflect the needs of that community in practice as well as on paper. Applicants will need to be sensitive to this approach.

The successful candidate, who should be suitably qualified (degree, OMA, OPA or similar), will be responsible to the Director of Education for the organisation and management of the Education Office and for administrative processes throughout the service.

Brent is an equal opportunity employer. Applications are welcome from candidates regardless of race, nationality, ethnic, or national origin, age, marital status, sex, sexual orientation and from registered disabled persons.

Application forms and job descriptions from the Personnel Division, Room 708 Brent House, High Road, Wembley, Middlesex, Wembley 8th May 1983. Telephone 01-503 0371 (24 hour Answering service). Reference number E771 must be quoted.

London Borough of

BRENT

ADMINISTRATION LEA  
continued  
NATIONAL ASSOCIATION  
FOR THE CARE AND  
RE-ENTRY OF  
OFFENDERS

EDUCATION ADVISORY  
OFFICER

Required to advise and assist the LEA in the provision of educational facilities for offenders. Salary £10,101-£10,668.

KENNEL

EDUCATION ADVISORY  
OFFICER  
Required to advise and assist the LEA in the provision of educational facilities for offenders. Salary £10,101-£10,668.

Administration  
General

BIRMINGHAM

EDUCATION ADVISORY  
OFFICER  
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NOTTINGHAMSHIRE  
COUNTY COUNCIL

EDUCATION  
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|  | Modern Languages @ 80p each        |
|  | Higher Education Review @ 60p each |
|  | School Travel @ £1.30 each         |
|  | Education and Training @ 40p each  |



## PERSONAL

In the old days of the Committee of Inquiry into the education of the handicapped, the committee members, like others of their kind, had to get used to the foibles and prejudices of their chairman, and on the whole they were very tolerant. One drafting battle, which I won, was in favour of the pedantic form "there is a number of children" rather than "there are a number of children". I still have this preference. But in the context of the committee of which I am now the chairman, I doubt whether I shall have the energy to fight to get it implemented in the report. Such, doubtless, is the penalty of advancing age.

The other quirk of which the then committee had to be tolerant was my horror of the word "caring". The noun "care" had to be admitted, because of its use in the technical expression "children in care". But the objective was disallowed. My reason for hating and fearing the word so much was its common use in opposition to words connected with teaching and learning. Caring and educating were, and are, frequently thought of as two separate things. I was therefore delighted by a short article by Michael McManus ("The Caring Curriculum", TES, March 4) in which he

showed up brilliantly and conclusively the falseness of this opposition, and its potentially damaging consequences.

The "caring" professions, employed mostly by the DHSS, are supposed to contrast with the teaching profession, employed by the DES who, by implication, are supposed not to care, but simply to stuff their pupils' heads with knowledge. Especially in the context of Mr McManus's work (maladjustment and educational inadequacy) the opposition is absurd.

He pointed out the appalling and sometimes frightening consequences to a child of sheer ignorance, for example ignorance of the different and special status to be accorded to humans in the world. One should not underestimate the profound ignorance and deep misunderstandings from which disadvantaged children suffer; and not disadvantaged children alone. One of my own children genuinely believed for quite a long time that toys became real when they got older. The child of a friend of mine thought that when people talk about "flying to America" they meant flying on wings, and so, when her parents said "We're going to fly to Washington", she cried and sobbed: "It's all very well



Mary Warnock

for you, but I can't fly". Both these children were reasonably intelligent children who could read when they revealed these gross areas of ignorance. How many more are concealed?

Mr McManus rightly said that the highest compliment you can pay a child is to teach him well. And this is not just a compliment to his intellectual capacities but to his emotional capacities as well. Indeed the distinction between thoughts and feelings, between cognition and emotion, has been grossly exaggerated. Security is needed before one can adjust to the world. But there is no source of security greater than

knowledge and understanding.

My new hate-word is "counseling". For one thing it has a pompous pseudo-archaic sound about it, reminiscent of Andrew Long's translations of Homer, or Longfellow on the Red Indians. No one in real life talks about "wise counsels". However, like "care", it has, I realize, a new technical sense which, I am assured, I will one day learn to understand and to accept. It may be so. But at present I find that even in its technical use, it has some disagreeable connotations.

Counseling, I am told, is not advising. It is discussing the situation, whatever it is, with the client, and, by giving him information, and opening his eyes to various possible consequences of this course of action or that, allowing him to make up his own mind. It is all open and above board.

But is it? I rather doubt it. I asked a doctor recently what he would do if a couple whom he thought unsuitable to have a child came and asked him to arrange for artificial insemination, or some other remedy for their failure to start a family. "I should counsel them", he said. "And what would happen then?" I asked. "In the end

they would go on my". Well yes, I expect they would. But the alarming thing is that the counseling would have that in view from the beginning. It would have been goal-directed, but with the goal concealed. You don't know what is hitting you when you are being counselled, even if your counsellor is professionally trained.

I, if I had a problem, would rather get some good old-fashioned advice, even if I didn't take it. I would rather ring up Anna Ruchorn on Capital Radio and get her straight, direct, possibly prejudiced views on what I had told her, what I ought to do to get out of my particular mess, than to have someone pussy-footing around allowing me to decide in the way he had already decided for me. I'm sure we can't eliminate "counseling" from the future report, any more than we can eliminate actual counsellors from universities and schools. But I deplore it.

And there is another problem. Why do so many of my hated words begin with "C"? There is concern (but luckily that seems rather to have gone out of fashion). And of course there is "community". But I mustn't start on that now.

## ARISTIDES

## Going public on secrecy

The Association of Polytechnic Teachers, one of our smaller unions, comes out strongly in favour of the concept of a secret ballot for the election of union officers in its response to Norman Tebbit's Green Paper on "Democracy in Trade Unions".

Unfortunately, philosophy out of the way, the APT paper goes on to elaborate on trade union democracy. "In comparison with a 'large' TU," it points out, "it is more probable that a 'small' TU will still be 'within the hands' of its members, and representatives will be known personally to most of the membership."

Furthermore, a useful equation "E(a+nb)" is invoked to prove that secret ballots come very much more expensive, pro rata, for smaller unions. So perhaps smaller unions — "say with less than 6,000 members" — should be exempt.

What a pity that the APT only has 3,200 members. If only principle and practice could have gone together.

## Rattling the collection tin

Sir Keith Joseph was neatly hoisted with his own petard last week by the president of the National Council for Special Education, John Garrett. In his address to the NCSE conference, the Education Secretary had been extolling the virtues of learning from our foreign friends.

Up bounced John Garrett at question time and asked if Sir Keith was aware of the international conference being planned by the association in 1987. In view of his remarks he hoped the DES would look kindly on any request for funds. Sir Keith's private secretary — I served making a note of this.



Sir Keith Joseph, asked to put his collection where his beliefs are

## Search for inspector into injury time

With applications still trickling into the DES in the search for a successor to the inimitable Sheila Browne, a similar quest across the road of County Hall has just run into the mudbanks.

The IEA is looking for a Chief

## Better luck at the NFER

The National Foundation for Educational Research has been at the re-advertising game as well, it turns out, but with a happy ending.

When Claire Bursell was appointed as director of the NFER last autumn, to succeed Dr Alfred Yates, the advertisement for somebody to take over from her as deputy director specified that the job would be purely admin.

It got such a disappointing response that they too failed to appoint and decided to rethink the job. Two deputy posts were created, splitting the job between research and management.

Now Dr Seamus Hegarty, who didn't apply first time round because he wanted to carry on with his research, has been appointed deputy in



Seamus Hegarty... research brief

charge of research. He has built up a reputation in special education research, in particular, and his new appointment coincides with Sir Keith Joseph's announcement of two more DES-backed projects in that field for the NFER.

The other deputy, in charge of management, is to be Margaret Reid. Also from inside the NFER, she is best known for her work on mixed ability.

was decided that there wasn't a strong enough short-list, so that round was aborted and the post is to be readvertised.

It certainly seems rum that the second-ranking job in the country's largest authority couldn't attract enough powerful applicants. Will the scene be any better over the road at Elizabeth House?

With applications there due to close next Friday, and an appointment expected by the beginning of June, rumours and wagers were flying at the Easter conferences up and down the country, as well as in the department.

The possibility of an outside political appointment still induces palpitations in every stout educationist's breast.

Within the Inspectorate, the most fancied successors seem to be Eric Bolton, who has had to handle a number of tricky issues through his brief for educational disadvantage, and Pauline Perry, who as chief inspector for teacher training must take her share of the credit for that definitive White Paper on *Teaching Quality*.

But as we went to press there was no confirmation that either of these runners had got to the starting line.

## False summer

Readers of this column may recall a typical exchange between Lord Swinton, current government education spokesman in the Upper House, and another noble lord who had inquired whether "soon" should be taken as "sooner" than "soonest", when applied to promised statements.

Now I can report that the dichotomy and entangling education just before Easter produced another item for Swinton corner:

"Lord Kilmarnock. My Lords, before the noble earl sits down may I ask him, since he prised in aid that the first day of spring was only a week behind us, whether we can expect a more definite statement before the first day of summer?"

"The Earl of Swinton. My Lords, I am always very haffish about this because summertime started yesterday and it rather intrigues me, therefore, as to whether we only get six days of spring, but I do not think that the beginning of summertime necessarily heralds the beginning of summer. I cannot give a more definite answer than that in the noble lord, I am afraid."

So that's what they mean by continuing education.

## Letter of a stereotypist

There was a sober signing off for the only serious national endeavour to improve girls' lot in schools.

The Schools Council's Sex Role Differentiation Project, which in spite of its deeply ponderous name managed to attract the largest mailing list of any council project, had diligently monitored the burgeoning network of groups and individuals working in this field.

It wound up at Easter with the future of its work uncertain but, to underline how much there is still to be done, the coordinators bade farewell by publishing extracts from a letter received recently from a primary head.

The author accuses those of wanting "to better the sexes" and urges: "Let's be reasonable". His reasonable argument runs:

"Women generally enjoy looking after their children and providing them with a loving home — (it's the same with cats and dogs, or should I say cats and bitches). Fathers generally become the willing providers —

over heard of the 'birds and bees'?"

His children are happy with their traditional aspirations, he writes. Sixteen-year-old David wants to go into filming. Thirteen-year-old Gillian "honestly wants to work in the secretarial field."

His secretary is a woman, but his football teacher is a man, as is the joiner who handles the repairs.

"How traditional I hear you cry! So what is wrong with being traditional? I would hate to be married to a coalminer and my wife (a very feminine character) would prefer not to be married to a shorthand typist."

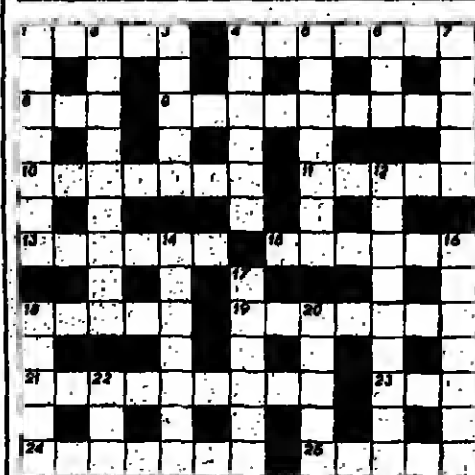
"I do not maintain that women could not become miners, football coaches or joiners, but there's a general distinction that happens naturally — let's leave it alone."

"Why not pack up your troubles and prejudices. Get married — raise a traditional family and be happy."

"If that's all the headway the Schools Council project has made on role models, perhaps Sir Keith was right to label the council ineffective."

It certainly leaves plenty of leeway for the new Curriculum Council to show its prowess, if it decides to pick up that particular baton. And if it ever gets set up itself, of course.

## No 97 CROSSWORD by Rufus



## Across

- 1 Settle without recourse to law (5)
- 4 A Dorset dish prepared in the 19th (7)
- 8 First objective? (3)
- 9 I'm human and can't fly (9)
- 10 Bessy & a big whiff (7)
- 11 Get close in linear size (7)
- 12 Cuddly child, high spirited? (6)
- 15 A ship taking trouble in attack (6)
- 16 Play with spirit on the street (5)
- 19 Render an account (7)
- 21 Well, now (9)
- 23 What you may say when you get the bill? (3)
- 24 Walks a little way, then goes by bus, perhaps (7)
- 25 Hard back (5)

## Down

- 1 Polish women to call up (7)
- 2 Clothing that is never worn out (9)
- 3 Now and again (5)
- 4 Father divides the remains of a meal (6)
- 5 Student of the past (7)
- 6 His finally acquired (3)
- 7 There's polio in clothes for dandies (9)
- 12 A snowdrop (5)
- 14 Still not showing emotion (7)
- 16 It makes one wild what people do when they retire (3,4)
- 17 Nasty drink? (6)
- 18 Out of each group one is miserable (5)
- 20 Gem carried away (5)
- 22 The stock variety is not generally used (3)

## Solution to puzzle No. 96

